Social Work 315: Social Work Practice with Groups, Organizations and Communities  
Fall 2019  
3 Credit Hours

Instructor:  
Tony Murchison  
Email: tmurchis@utk.edu

Section:  
001  
Phone: 865-974-2349 (w)

Class Times:  
2:10 – 3:25 p.m., T & Th

Class Room:  
Henson Hall 322

Office Hour:  
Tuesday 3:30 – 4:30 p.m. (422 Henson) and by appointment

Prerequisite(s): SW 312. Social Work majors only.

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (http://www.csw.utk.edu/docs/BSSWHandbook.pdf). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct
There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations.

- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.

- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society’s resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
• **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in *Hilltopics*, code of conduct violations will be addressed through the CSW Professional Standards Committee.

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### Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "*Hilltopics*”. These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an “F” for an assignment or examination or to assign an “F” in the course. See [https://hilltopics.utk.edu](https://hilltopics.utk.edu) for more detailed information.

### The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*).

### University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [http://civility.utk.edu/](http://civility.utk.edu/)

### Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.
**Disability Services**
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

**BSWO**
BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

**Course Description**
Generalist practice with emphasis on groups, organizations and communities, including treatment theories, techniques, and issues.

**Course Competencies**
By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Demonstrate the basic knowledge required for assessment, planning, intervention, and evaluation of group interventions, including facilitating effective transitions and endings that advance mutually agreed-on goals. 2.3, 7.1, 8.1, 8.5, 9.1
2. Demonstrate the basic skills needed for leading groups. 2.3, 8.1
3. Demonstrate the basic knowledge required for assessment and the development of mutually agreed-on goals, planning, intervention, and evaluation of organization- and community-level interventions, including facilitating effective transitions and endings that advance mutually agreed-on goals. 7.1, 7.3, 8.5, 9.1, 9.3
4. Demonstrate knowledge of diverse, oppressed, and at-risk populations found in groups, organizations, and communities, and interventions including engaging clients and constituencies as experts of their own experiences (see also the CSW Dimensions of Diversity Statement). 2.1, 2.2, 6.1, 6.2, 8.1, 8.2, 8.3, 8.4
5. Demonstrate an understanding of the influences of socio-economic characteristics — of clients and social workers—on social work service delivery. 8.2,
6. Demonstrate understanding of the role that social, personal, and professional power plays—and the capacity to promote social, economic, and environmental justice and access to services. 2.3, 3.1, 3.2
7. Identify other potential ethical conflicts for social workers. 1.1, 1.2
8. Identify evaluation findings in mezzo and macro system levels (i.e., groups, organizations, and communities) for a given problem and demonstrate how these findings improve practice effectiveness. 9.4
9. Identify evidence-informed prevention principles and approaches to well-being; social, economic and environmental justice; and human rights at the mezzo and macro system levels (groups organizations, and communities). 3.1, 3.2
10. Identify and select appropriate methods for evaluating practice outcomes at the mezzo, and macro levels. 9.1
11. Further develop practice skills relevant to social work practice with groups, organizations, and communities at the mezzo and macro system levels, including neighborhood, state, national, and international levels. 8.1, 8.2, 8.3, 8.4
**Inclement Weather**
Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

**CANVAS**
Computer and internet access is required for this class. We use many Canvas features through Online@UT (http://online.utk.edu). Please be sure that the UTK email address listed for the course is your current one. If you would like additional help to access or use Canvas, contact helpdesk@utk.edu or 974-9900.

**Required Texts**


**Additional Readings and Resources**
Required readings, other than required texts, from professional, peer reviewed journals, websites, and other sources are listed in the Course Outline below and are available in Course Materials on the Canvas site. Some required readings or other materials might be changed over the course of the semester.


Please also familiarize yourself with these additional, useful resources:


**Course Requirements**
The course format will be a combination of lectures and class discussion, PowerPoint/Prezi, videos, online assignments, guest speakers, and class activities. Each class, the instructor will highlight main points and important issues. Students are expected to read, critically analyze, and discuss assigned readings and other materials. Grades will be based on individual and group assignments, two exams, and class participation.


**Grading Scale**
Grades reflect the number of total points earned. There are no extra credit options.
The grading scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Points/Hours of Credit</th>
<th>Performance Level</th>
<th>Quality Points Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.9</td>
<td>Intermediate Grade</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>86-89.9</td>
<td>Very Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-85.9</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>Intermediate Grade</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>76-79.9</td>
<td>Fair</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-75.9</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
<td>Unsatisfactory</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>66-69.9</td>
<td>Unsatisfactory</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-65.9</td>
<td>Unsatisfactory</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
<td>Unsatisfactory</td>
<td>.7</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
<td>Failure</td>
<td>0.0</td>
</tr>
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**Grade Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection (4 @ 5 pts each)</td>
<td>20%</td>
</tr>
<tr>
<td>Community Observation Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
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<tr>
<td>Group Program/Project</td>
<td>25%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Attendance:** Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the end of class sessions. If you miss a class, you are responsible for what you missed. Points for attendance and participation will be assessed based on random pop quizzes and presentation reviews. Each student is allowed one dropped quiz grade. In addition to the above requirements, if a student should miss more than two class sessions, **ten (10) points** will be deducted from the Attendance & Participation grade for each class missed.

**Preparation and Participation:** You are expected to participate regularly, actively, and constructively in class sessions. To make meaningful contributions to class discussions, it is essential that you study assigned readings and other material prior to class. Communicating your critical thinking with the class as a whole is an important component in developing your understanding of course content. Group work is a significant part of the processes we use. Thus, working and sharing experiences with other class members in and outside of class time is also strongly encouraged.

Respect the ideas and thinking of other class participants by listening to their comments and constructively and critically questioning their thinking and reasoning, and asking for clarification or more information. Work cooperatively with others and fully contribute to the workload of each group in which you are a member.

You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, play games, use social media, or use electronic devices for any non-class related activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g., instant messaging or web surfing). Please silence cell phones and avoid use during class.
Assignments
Each assignment is linked with one or more of the course competencies (CCs). Assignment competencies are also linked with one or more of the Council on Social Work Education’s (CSWE) Dimensions of Competence:

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive and Affective Processes (CAP), which include:
  - Critical Thinking: Process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information
  - Affective Reactions: Emotions that influence thinking and subsequent behavior
  - Judgement: Capacity to perceive and discern multiple sources to form an opinion

Deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances. Late assignments will be penalized 10% for each calendar day past the due date, unless alternative arrangements are made with the instructor in advance.

Well-written assignments that demonstrate good writing skills (e.g., critical thinking, conceptualization, organization, sentence and phrasing structure, grammar, punctuation, spelling) and adherence to APA-style guidelines for paper structure (e.g., running head with page numbers, 12 pt. font size, double-spacing, appropriate referencing) will receive higher grades. All written assignments must be submitted through the course Canvas site in Word document format.

Student Reflection Assignments
Each student will complete four reflection assignments based on course material and submit them through Canvas. Students reflect on their own professional development and knowledge of the content presented.

Individual Paper Assignment: Community Engagement and Reflection
[Course Competencies (CCs) 1, 2, 7; DCM: K, V, CAP]

Find and attend a task or treatment group meeting, or other community meeting where people are engaged in groups or as a community. This may include an AA or other support group meeting, meeting of local government or UTK student government, planning committee, homeless coalition, multicultural organization in Knoxville, etc. While attending, pay special attention to the dynamics of the group and the ways in which communities come together and engage with one another.

Students can attend a group meeting together, but NO MORE THAN FOUR students can attend a meeting or event together. The purpose of this assignment is to practice your observational skills and expand your knowledge of community interaction and groups. (CC 1, CC 2).

Locate at least two relevant, peer review articles about community engagement and critically integrate information from those two articles into your paper. Use APA format to reference your resources in the body of your paper and in a reference page. Your paper should be no more than three pages in length (not including title page or reference page).

As you conduct your critical observations and develop your paper, answer ALL of the following questions: What is the purpose of the event or group? Who are the leaders? Who has authority? How does this event resonate with or reflect any of the theories we have discussed in class so far this semester? What stage(s) of planned change is the group engaged in: assessment, planning, intervention, evaluation, or more than one stage? (CC 1) What leadership skills (CC 2), power dynamics (CC 7), or potential ethical issues or conflicts (CC 7) did you observe? What other impressions about and reactions to the group did you experience?
Group Program/Project Proposal and Presentation Assignment  
[Course Competencies (CCs) 1—11; DCM: K, S, V, CAP]

Students will be divided into groups of approximately three individuals. These small groups will work together, both in and outside of class over the course of the semester.

Each small group will develop and propose a plan for a new social service program or social change project that addresses a community-based need for one or more populations-at-risk in the East Tennessee region. Proposal development will include a research-based literature review; local, regional, or national data; a force field analysis, and other aspects of service delivery, community, and group assessment and intervention. Proposals must detail the use of at least one type of treatment and one type of task group.

Groups will identify an existing organization that could take on the proposed program/project and specify why that organization is a good fit. To identify a host organization for their program/project, each group must interview at least two knowledgeable individuals who are employed in the prospective host organization or other organizations that perform relevant services. You may certainly interview more than two individuals, but at least two must be social work professionals who have at a minimum a bachelor’s degree in social work. You must document the educational credentials, licensing if available, job titles, and contact information of the individuals you interview.

Presentations should be creative, engaging, and professional. Presenters should use didactic and evidence-based information to communicate key concepts and components of the program/project. Each group should plan for 30 minutes to present its proposal to the class. Audience members should prepare to question presenters and evaluate proposals as if the audience members were serving as potential funders (think United Way or other grant agency).

The rubric/feedback worksheet for the group presentation will be posted on Canvas. The feedback worksheets will be provided in class and each student will complete one worksheet for each presenting group (other than your own). The worksheets will be collected after each group presentation and reviewed by the instructor as part of class participation. Then, names will be removed and the worksheets given to the presenting group for feedback.

Exams
There will be two open-book, timed exams, which you will access online through Canvas. Exams will be comprised primarily of approximately 15-20 multiple-choice items and 1-3 short essay questions. If you need accommodations for the exam, please contact student disability services (see above). Missed examinations will be recorded as a “0”. Only in the case of a verified emergency will make-up examinations be permitted. You may use your readings and notes but you may not consult other people. Your answers are to be your own.

The final exam is not cumulative. The first exam will cover course materials in the first half of class. The second exam will cover course materials in the second half of class.

Course Outline
We might have guest lecturers join us for some class sessions, and might include additional or alternative videos, readings, or exercises related to the week’s topics. Study required material before each class and bring required readings to each class (hard or electronic copy). Failure to demonstrate preparation for class sessions can result in lowered participation grades. Contact the instructor well in advance of a class session if you have any difficulty accessing materials.
**Week 1**

**Thursday, August 22** 

Course Introduction and Welcome!

Review Course Syllabus, SW315 – please bring a copy of syllabus and a highlighter OR laptop

Participation Activity: For each of the following three resources, please identify and be prepared to share in-class one specific resource or learning that is new to you and relevant to this class.


**Week 2**

**Tuesday, August 27**

Morgaine, K.
- Ch. 1, Intersections of Social Work and Social Justice, pp. 1-47

**Thursday, August 29**

Morgaine, K.
- Ch. 3, Theoretical Perspectives on Social Work, pp. 95-135.

*Reflection #1 is DUE by 8:00 a.m. on Tuesday, September 3*

**Week 3**

**Tuesday, September 3**

Toseland, R.W.
- Ch. 1, Introduction, pp. 3-44

**Thursday, September 5**

Toseland, R.W.
- Ch. 9, Treatment Groups: Foundation Methods, pp. 266-293.

**Week 4**

**Tuesday, September 10**

Morgaine, K.
- Ch. 6, Anti-Oppressive Practice with Groups, pp. 235-263.

*Reflection #2 is DUE by 8:00 a.m. on Thursday, September 12*
Thursday, September 12

W.K. Kellogg Foundation Logic Model Development Guide

Community Tool Box Ch. 2, Section 1, Developing a Logic Model or Theory of Change, at http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main

Week 5

Tuesday, September 17

Gamble, D.N.
- Ch. 1, Communities and Community Practice in Local to Global Contexts, pp. 5-23.

Thursday, September 19

Gamble, D.N.
- Ch. 2, Conceptual Frameworks and Models for Community Practice, pp. 24-46.

Week 6

Tuesday, September 24

Gamble, D.N.
- Ch. 6, Organizing Functional Communities, pp. 173-208.

Thursday, September 26

Morgaine, K.
- Ch. 8, Anti-Oppressive Practice with Communities, pp. 297-341.

Community Observation Paper is Due by 10 p.m. on Monday, September 30

Week 7

Tuesday, October 1


Thursday, October 3

Exam Review and Preparation

Watch this video: http://www.youtube.com/watch?v=MlabrWv25qQ
Create your own “mind map” of key concepts, ideas, and practice methods you’ve learned about thus far in our class. Bring a hard copy of your mind map to class and be prepared to share and compare your map in class. This will help us study for the exam.

**Week 8**

**Tuesday, October 8**

Exam 1 (we do NOT have class today)

EXAM 1 will be available online in Canvas from 12:00pm on Thursday, October 3 until 10:00 p.m. on Wednesday, October 9.

**Thursday, October 10**

Cohen, M.B.

- Ch. 1, Characteristics and Culture of Human Service Organizations, pp. 3-19.

**Week 9**

**Tuesday, October 15**

Cohen, M.B.

- Ch. 2, Power and Empowerment in Human Service Organizations, pp. 20-33.

**Thursday, October 17**

Fall Break – No Class Today

**Week 10**

**Tuesday, October 22**

Cohen, M.B.

- Ch. 3, Organizational Assessment for Change, pp. 34-72.

Community Toolbox Toolkit 3. (Focus on #6. Identify Restraining and Driving Forces…) at http://ctb.ku.edu/en/analyzing-problems-and-goals

Reflection #3 is DUE by 8:00 a.m. on Thursday, October 24

**Thursday, October 24**

Cohen, M.B.

- Ch. 4, Social Justice and the Ethics of Organizational Change from Below, pp. 52-72.


**Week 11**

**Tuesday, October 29**

Morgaine, K.

- Ch. 7, Anti-Oppressive Practice within Organizations, pp. 264-296.
Reflection #4 is DUE by 8:00 a.m. on Thursday, October 31

Thursday, October 31
Kirst-Ashman, K.K.
• Ch. 7, Organizational Structure and Dynamics, pp. 203-244.

Review: National Coalition on Dialogue and Deliberation, at http://ncdd.org/

Week 12

Tuesday, November 5
Kirst-Ashman, K.K.
• Ch. 8, Human Behavior, Management, and Empowerment in Organizations, pp. 245-304.

Thursday, November 7 Group 10 and 9 Present

Week 13

Tuesday, November 12 Groups 8 and 7 Present
Thursday, November 14 Groups 6 and 5 Present

Week 14

Tuesday, November 19 Groups 4 and 3 Present
Thursday, November 21 Groups 2 and 1 Present

Week 15

Tuesday, November 26 Optional class to complete group presentations
Thursday, November 28 Thanksgiving – No Class Today

Week 16

Tuesday, December 3 EXAM 2 (we do NOT have class today)

EXAM 2 will be available online in Canvas from 4:00 p.m. on Tuesday, November 26 until 10:00 p.m. on Friday, December 6.

Please complete the course evaluation when available in Canvas. Thank you!

Additional Resources

Mind Tools, at http://www.mindtools.com/fulltoolkit.htm
The New Social Worker Online, from http://www.socialworker.com/