

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**Syllabus: SW 504 - Foundations of Social Work Practice III  
Spring 2005**

**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 MSSW Handbook (<http://www.csw.utk.edu/mssw/>).

**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*, 2004).

**Disability Statement:**

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 (865-974-6087). This will ensure that you are properly registered for services.

**Course Description:**

This is the third of three required practice courses in the Foundation. Practice III orients students to the context, theory, and practice of macro social work, in conjunction with the other foundation courses of Social Welfare Policy and Services, Social Work and Oppression, and Human Behavior and the Social Environment I & II.

This course prepares students to use professional knowledge, values, and skills in generalist practice with organizations and communities. This course emphasizes several aspects of macro practice within an ecological perspective. First, students are introduced to social work's historic and current commitment to social change that promotes the well being of people, with an emphasis on empowering groups at risk and advancing social and economic justice. Second, students build skills regarding mutual, collaborative and respectful professional relationships with community members and other professionals. Students learn about practice with populations having diverse backgrounds and with populations at risk; empowerment and participatory processes; and communication techniques such as conflict management. Third, students learn how to assess characteristics, dynamics, strengths, and problems of human service and community-based organizations, service delivery systems, and communities. Fourth, students examine and apply planned change processes. Essential macro practice skills are covered including issue identification and definition, data collection and assessment,

planning and implementation, monitoring and evaluation, and termination. Fifth, students examine social work roles and skills used to influence social change through management and administration; community organization and development; program development and evaluation; advocacy, engagement in political processes, and other forms of policy practice.

### **Course Rationale:**

A core social work goal is to make social institutions more humane and responsive to human needs. In a turbulent world of social change, professional social workers must think critically about, and be lifetime learners in, organizational and community contexts in which human services are provided. Planned change efforts must be designed, implemented, and evaluated that meet basic human needs and support the development of human capacities. People whom social workers serve - in all practice settings - experience direct or indirect effects of program changes, budget and staff reductions, service constraints and the effects of discrimination, economic deprivation, and oppression. Creating effective human service organizations, service delivery systems, and communities requires understanding the implications of shifting needs, resources and structures within organizations, neighborhoods, cities, and other types of community. Knowledge, values, and skills in advocacy, organizing, planning and managing social change with organizations and communities are essential to influence social change and empower populations at-risk.

### **Course Objectives:**

By completion of this course, students are expected to be able to demonstrate (through, for example, examinations, assignments, activities, class discussion):

1. Knowledge of how, in the context of an ecological perspective, professional social work practice requires intervention skills ranging-on a continuum from micro to macro practice;
2. Knowledge of social work's historic and current commitment to social change that promotes the well being of people, empowers populations at risk, and advances social and economic justice;
3. Knowledge of and beginning skills in professional development and relationship-building skills needed for practice with organizations and communities (e.g. professional use of self, self-critique, critical thinking, differential use of communication skills, engage in participatory processes with clients, plan for continuous professional development);
4. Knowledge of and beginning skills in assessing strengths and problems regarding the auspices, characteristics, and dynamics of human service organizations, including their task environments and their effects on individuals and the delivery of services;
5. Knowledge of and beginning skills in assessing strengths and problems regarding the characteristics and dynamics of communities, including implications of the global community;

6. Knowledge of and beginning skills in applying practice models in community organization and social action, community social and economic development, management and administration, and advocacy and policy practice;
7. Knowledge of and beginning skills in applying leadership roles and skills required to achieve a range of interventions, from prevention to restoration, within organizations and communities (e.g. planner, supervisor, administrator, organizer, developer, facilitator, evaluator, advocate, and task group and coalition leader);
8. Knowledge of and beginning skills in applying organizational and community-based planned change and problem-solving processes (e.g. define issues, collect and assess data, plan and contract, identify alternative interventions, select and implement interventions, monitor and evaluate outcomes, terminate process);
9. Knowledge of and beginning skills in assessing factors affecting risk and resilience within organizations and communities regarding discrimination against, economic deprivation of, and oppression of populations-at-risk;
10. Knowledge of and beginning skills in applying social change processes, skills, and strategies designed to improve social and economic justice and reduce the causes and effects of discrimination against, economic deprivation of, and oppression of populations-at-risk;
11. Knowledge of and beginning skills in applying organizational and community-based assessment and interventions that reflect and emphasize cultural competency and diversity (e.g. social, cultural, racial, ethnic, religious, spiritual, or economic differences and similarities, based on experiences, needs, and beliefs);
12. Knowledge of and beginning skills in applying ethically sound practice with organizations and communities, including clarification of and strategies for resolution of ethical differences and value problems;
13. Knowledge of and beginning skills in using computer-based technological tools to learn about organizations and communities (e.g. research, contact, or develop presentations about organizations or communities at local, regional, state, national, and international levels).