

THE UNIVERSITY OF TENNESSEE
College of Social Work
M.S.S.W. Program
Knoxville, Tennessee

SW 504 Foundations of Social Work Practice III
Spring 2003

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Class Time: Wed., 6:45-9:45
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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 Handbook of the College (www.csw.utk.edu).

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, 2001*).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at (865) 974-6087. This will ensure that you are properly registered for services.

Course Description:

This is the third in a sequence of required practice courses. 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, Oppression, and Human Behavior and the Social Environment.

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 the end of the course, students will demonstrate (through, for example, examinations, assignments, activities, 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;
1. 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;
1. 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);
1. 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;
1. Knowledge of, and beginning skills in assessing strengths and problems regarding the characteristics and dynamics of communities, including implications of the global community;
1. 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.
1. 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);

1. 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);
1. 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;
1. 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;
1. 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).

Course Format and Assignments:

The course will include interactive lectures by the instructor and guest presenters (scheduled), class discussions and exercises, and student presentations.

Student Evaluation Criterion:

Student grades in this course will be based on three (3) major assignments/examinations. The specific assignments/examinations, percentage of the final grade they represent, and test dates/submission deadlines are as follows:

Course requirement

Percent of Final Grade

Test or Event
Date/Submission Deadline

1. Examination I	25%	26 February
2. CIP Term Paper	25%	26 Feb - 2 April**
3. CIP Group Presentation	25%	5 Mar - 9 April**
4. Examination II	25%	30 April

Total = 100%

**** Note:** The term papers and group presentations will be submitted and occur at different times. The five (5) teams will present during different class periods and the written product (term paper) will be due to the instructor one week prior to the team presentation. The place on the presentation/paper submission schedule will be selected by a lottery method.

Examinations I and II:

The class examinations will be administered on **26 February 2003** and on **30 April 2003**. The examinations will cover in-class material presented and class readings. The format for the examinations will be true/false, multiple choice, definitions, short answer questions, and/or essay questions.

Community Intervention Term Paper:

Students will work in assigned groups to complete a community intervention term paper. Students are required to read the article entitled: "Voices From the Welfare Vortex: A Descriptive Profile of Low-Income African American Women on the Eve of Devolution" (Bowie, Dutton-Stepick, & Stepick, 2001). Based on the data presented in the article, each group must design a community intervention project (CIP) that can empower the women described in the article, or women (and their families) who are in similar social and/or economic circumstances. As part of this assignment, each group is required to identify a community-based agency and assess the mission, goals, objectives of the agency, as well the programs operated by the agency and their targeted population. Students are required to conduct an interview with a high-level agency administrator to obtain detailed information on the agency, in addition to doing a literature review on community practice, in general, and on the primary type of social problem or issue addressed by the agency targeted in the CIP.

The agency must be a private, non-profit organization that provides some type of specific social work service(s) to a targeted community. This assignment requires that the agency be reasonably substantial in size, scope of services provided, and so forth. You can utilize an agency affiliated with the College through the field practicum department, but all decisions must be agreed upon by a vote and majority rule. The teams will most likely be randomly pre-selected by the instructor before class. The final agency selection must be approved by the instructor before the team proceeds with the assignment.

Based on this information, the CIP should be designed. The information presented for the CIP design should be consistent with the information in the Brody & Nair (2000) textbook (Chapter 16), and should include a rationale, statement of need, goals and objectives, program components, and an evaluation strategy. Indicate which of Rothman's community intervention models (i.e., Locality Development, Social Planning/Policy, or Social Action) would reflect the program you designed and give a rationale.

This is a coordinated team project, but each student will be graded individually for their effort

in the group term paper and the class presentation. Students will complete their own citations of references used, as well as “personal communication” references. Students will place their names on a “header” to indicate the section of the paper they were responsible for and will be graded accordingly. Students will be provided with specific evaluative criteria for the term papers

Students are to strictly adhere to the guidelines of the *Publication manual of the American Psychological Association* (2001, 5th Ed.), also known as “APA 5.” Students will also be responsible for proofreading, sentence construction, grammar, and spelling. **Poor writing skills are unacceptable at the graduate school level.** Students experiencing writing difficulty or who want to enhance their writing skills are encouraged to use the UT Writing Lab facilities. **All term papers must include the name, title, and telephone number of any individuals you interviewed for this assignment.**

Community Intervention Project Group Presentations:

The student CIP teams will be responsible for presenting the CIPs to the entire class. The presentation format will be consistent with the term paper criterion. The presentation will be done using Power Point technology and other approaches, if desired. Each team is required to have at least four (4) planning meetings to prepare for and implement the CIP, develop a high quality term paper, and conduct a high quality presentation. The instructor should be provided with written summaries of team meetings regarding specific assignments, responsibilities, problems experienced, and so forth. Each team will elect a representative to be the primary liaison between the team and the professor. It is expected that students will do oral presentations on the topics they covered in the term paper.

COURSE GRADING

The grading scale used for the course is:

99 - 100	A+
94 - 98	A
90 - 93	B+
82 - 89	B
79 - 81	C+
72 - 78	C
67 - 71	D
< 67	F

Attendance:

Regular class attendance is considered professional behavior. Students are expected to discuss absences with the instructor. More than 2 unexcused absences may result in the markdown of the final grade by one grade level (e.g. A to B, B to C, and so forth.). Students are expected to complete and think about assigned readings for preparation for each class section, participate in class discussions and activities using class readings and field and life experience, and complete all assignments on time.

Course Texts (All Required)

American Psychological Association (2001). *Publication manual of the American Psychological*

Association (5th Ed.). Washington, DC: Author.

Brody, R. & Nair, M.D. (2003). *Macro practice: A generalist approach* (6th Ed.). Wheaton, IL: Gregory Publishing.

Brueggemann, W.G. (1996). *The practice of macro social work*. Chicago: Nelson-Hall.

Assigned Readings:

Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work, 43* (6), 512-526.

Bowie, S.L., Dutton-Stepick, C., & Stepick A. (2001). Voices from the welfare vortex: A descriptive profile of low-income African American women on the eve of devolution. *Race, Gender and Class*.

Carlton-LaNey (1999). African American social work pioneers' response to need. *Social Work, 44*(4), 311-321.

Cox, E.O., & Randal Joseph, B.H., Social service delivery and empowerment: The administrators role. In R.J.Parsons, L.M. Gutierrez, & E.O. Cox, *Empowerment in social work practice: A sourcebook* (Chapter 10), 167-186.

Lundblad, K.S. (1995). Jane Addams and social reform: A role model for the 1990s. *Social Work, 40*(5), 661-669.

McNicholl, P. (1999). Issues in teaching participatory action research. *Journal of Social Work Education, 35*(1), 51-62.

Parsons, R.J, Gutierrez, L.M., & Cox, E.O., A model for empowerment practice. In In R.J.Parsons, L.M. Gutierrez, & E.O. Cox, *Empowerment in social work practice: A sourcebook (Chapter 1)*, 3-23.

Phillips, N.K., & Ashenberg Straussner, S.L. (2002). Knowledge for social work practice: Diversity of urban populations. In N.K. Phillips & S.L. Ashenberg Straussner, *Urban social work: An introduction to policy and practice in the cities*. Boston: Allyn and Bacon.

Wolk, J.L., Sullivan, W.P., & Hartmann, D.J. (1994). The managerial nature of case management. *Social Work, 39*(2), 152-158.

Netting, F.E., Kettner, P.M., & McMurtry, S.L. (1998). Chapters 4 and 5 ("Understanding Communities," pp.103-125) and "Understanding and Analyzing Community Strengths and Problems," pp. 126-154).

Note on Assigned Readings:

All readings are on reserve and/or on line at Hodges Library. Additional reading materials may be distributed during class sessions.

Course Outline:

Week 1 - January 15 - Introduction to Foundations III

- **Review organization of course (syllabus, readings, course schedule, assignments)
- **Definition and scope of macro practice
- **Deficit and Non-Deficit Perspectives in social work macro practice
- **Menu of concepts for generalist macro practice
- **Social work values and ethics in macro practice

Reading Assignment: *(Note: this should be completed before the first class)*

Brueggemann, Chapter 1 (Introduction to macro social work)
Brody & Nair, Chapter 1

Week 2 - January 22

- **Historical perspectives on social work macro practice
- **The environmental context affecting human service
- **Ethnic groups and the evolution of macro practice

Reading Assignment:

-Brueggemann, Chapter 2 (Social Problems: The Challenge of being a Macro Social Worker)
-Carlton-LaNey (African American Social Work Pioneers Response to Need).
-Lundblad (Jane Addams and Social Reform: A Role Model for the 1990s).
-Abramovitz (Social Work and Social Reform: An Arena of Struggle).

Week 3 - January 29

- ** Social work practice with communities
- ** The Ecological Perspective in macro social work practice

Readings for Next Class:

-Brody & Nair Chapter 11 (Organizational Structures and Processes Related to Structures);
Chapter 14 (Organizational Leadership and Supervision).

Week 4 - February 5

- **Organizational Structure, leadership and supervision

Readings for Next Class:

-Brody & Nair, Chapter 7 (Implementing Achievable Plans) and Chapter 17 (Preparing Effective Proposals).
-Handout: Douglass, "How to use and present community data"

Week 5 - February 12

- Fundamentals of planned change
- Problem-solving in macro practice settings

Readings for Next Class:

- Brody & Nair, Chapter 4 (Organizational Culture), Chapter 14 (How Community Organizations Affect Change), and Chapter 22 (Coordinating Agency Services).
- Wolk, Sullivan, & Hartmann (The managerial nature of case management)

Week 6 - February 19

- Organizational Dynamics: Culture, influencing change, service coordination.
- Macro level interventions in organizations.

No Readings for Next Class. Examination will be administered

Week 7 - February 26

***** Examination I *****

Readings for Next Class:

- Brody & Nair, Chapter 5 (Strategic Planning), Chapter 6 (Setting “Doable” Objectives), Chapter 13 (Organizational Leadership and Supervision).

Week 8 - March 5

- Organizational Dynamics: Leadership, planning, and financial management in organizations.

***** Team #1 Paper Due Today *****

Readings for Next Class:

- Brody & Nair, Chapter 18 (Community Problem Analysis).
- Netting et al., Chapter 4 (Understanding Communities), and Chapter 5 (Understanding and Analyzing Community Strengths and Problems).

Week 9 - March 12

-Understanding communities, their strengths, and their problems.

***** Team #1 Presentation Today *****

***** Team #2 Paper Due Today *****

Readings for Next Class:

-Phillips & Straussner, Chapter 10 (Knowledge for Social Work Practice: Diversity of Urban Populations).

-Brody & Nair, Chapter 10 (Perspectives on Diversity and Ethical Behavior).

*****Spring Break*****

Week 10 - March 26

-The Diversity Imperative: Multi-Culturalism in Social Work Macro Practice.

***** Team #2 Presentation Today *****

***** Team #3 Paper Due Today *****

Readings for Next Class:

-Handout: Three Models for Community Intervention

-McNicholl, Issues in Teaching Participatory Action Research

Week 11 - April 2

-Community Organization and Social Action

-Participatory Action Research Strategies

***** Team #3 Presentation Today *****

***** Team #4 Paper Due Today**

Readings for Next Class:

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- Parsons, Gutierrez, & Cox (A Model for Empowerment Practice)
- Cox & Joseph (Social Service Delivery and Empowerment)

Week 12 - April 9

-Facilitating empowerment in social work macro practice

***** Team #4 Presentation Today *****

***** Team #5 Paper Due Today**

Readings for Next Class:

-Brody & Nair, Chapter 16 (Searching for Funds) and Chapter 19 (How Community Organizations Affect Change).

Week 13 - April 16

- Course Evaluation
- Fund-Raising and Macro Practice
- Community Development and Community Building

***** Team #5 Presentation Today *****

*******Review for Exam II*******
No Reading Assignment

Week 14 - April 23

Scheduled Guest Speaker: Kate O'Day, Chief Executive Officer, Child and Family Tennessee, Inc.

Week 15 - April 30

***** Examination II *****

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