

# THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK

## SW 504 - Foundations of Social Work Practice III

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**Office Hours: Tuesday, 1:00 PM to 5:00 PM**

### **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 ([www.csw.utk.edu](http://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, 2002*).

### **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 at (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):

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;

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);
2. 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;
3. Knowledge of and beginning skills in assessing strengths and problems regarding the characteristics and dynamics of communities, including implications of the global community;

4. 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.
5. 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);
6. 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);
7. 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;
8. 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;
9. 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).

### **REQUIRED TEXTBOOKS**

Brody, R. & Nair, M.D. (1998). *Macro practice: A generalist approach* (6<sup>th</sup> Ed.). Wheaton, IL: Gregory Publishing Company.

Netting, F.E., Kettner, P.M., & McMurtry, S.L. (1998). *Social work macro practice* (2<sup>nd</sup> Ed.). New York: Longman.

### **ADDITIONAL REQUIRED READINGS**

Chambers, D. E., Wedel, K. R., & Rodwell, M. K. (1992) *Evaluating social programs*. Boston: Allyn and Bacon.

Cox, F. M., Erlich, J. L., Rothman, J., & Tropman, J. E. (Eds.). *Tactics and Techniques of Community Practice* (2<sup>nd</sup> Ed.).

Devore, W. & Schlesinger, E. G. (1999). *Ethnic-sensitive social work practice* (5<sup>th</sup> Ed.). Boston: Allyn and Bacon.

Ellis, R. A. (2002). *Impacting social policy: A guide to analysis and action*. Pacific Grove: Brooks Cole/Wadsworth.

Haynes, K. S., & Michelson, J. S. (1997). *Affecting change: Social workers in the political arena*. (3<sup>rd</sup> Ed.). New York: Longman.

Jansson, B. S. (1999). *Becoming an effective policy advocate: From policy practice to social justice* (3<sup>rd</sup> Ed.). Pacific Grove: Brooks Cole/Wadsworth.

Kirst-Ashman, K. K, & Hull G. H. (1997). *Generalist practice with organizations and communities*. Chicago; Nelson-Hall.

Smith, J. D. & Mancoske, R. J. (1998) *Rural gays and lesbians: Building on the strengths of communities*. Chicago: Nelson-Hall

Appleby, G. A., Colon, E., Hamilton, J. (2001) *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention*. Boston: Allyn & Bacon

## **COURSE REQUIREMENTS**

Students are responsible for the submission of one semester project and the satisfactory completion of a mid-term and final examination. The final grade will reflect the following:

|                     |            |
|---------------------|------------|
| Midterm Examination | 30%        |
| Semester Project    | 30%        |
| Final Examination   | <u>40%</u> |
|                     | 100%       |

### **Midterm Examination- 30%**

The midterm examination will be in an essay format and will cover materials from both the text and class sessions for all weeks up to and including the week in which the examination is distributed. The examination will be distributed on the date indicated in the course outline and will be due at the beginning of class on the date indicated in the course outline. Students may work together in to complete the examination, but may not plagiarize one another's work.

### **Semester Project - 30%**

Students must complete a semester project related to macro practice. They may choose from the alternatives listed below or may propose an alternative for the instructor's approval. All selections must be submitted in writing to the instructor by the third week of class. Projects may be completed individually or in a group. Alternative suggestions:

1. Participate in one of the agency projects discussed by guest speakers in the second class session.
2. Write a paper on some aspect of macro practice. The topic must be approved by the instructor by the third week of class.
3. Teach a class session using the materials identified in the syllabus.
4. Develop a 15-20 minute presentation for the class on some aspect of macro practice. The topic must be approved by the instructor in advance.

**Final Examination- 40%**

The final examination will consist of 10 essay questions and will be offered during the time scheduled by the university. It will cover only those readings and class sessions that occurred following the midterm examination.

**GRADING POLICY**

The grading scale used for the course will be:

|        |    |
|--------|----|
| 90-100 | A  |
| 86-89  | B+ |
| 80-85  | B  |
| 76-79  | C+ |
| 70-75  | C  |
| 65-70  | D  |
| < 65   | F  |

**CLASS POLICIES:**

1. Students are expected to attend class regularly. They are expected to arrive on time and to remain in class until the completion of the class period. Any student missing more than 3 classes will receive a failing grade.
2. Incompletes will be given only according to the rules specified in the UT Catalogue. Please refer to the catalogue for additional information.
3. All written assignments are due at the beginning of the class period of the date specified on the course outline. Assignments received after that time will be marked down significantly.

4. Assignments are to be completed correctly at the time of submission. The instructor will be available to discuss papers and group assignments until one week prior to their due date. After that no assistance will be given. No papers or assignments may be resubmitted once a grade has been given.

5. Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in the UT Student Handbook.

6. University policy regarding religious holidays will be observed. As stated by the UT student handbook, any student may request to be excused from class to observe a religious day from his/her faith.

## **COURSE OUTLINE**

### ***SECTION I- INTRODUCTION TO MACRO PRACTICE***

#### **Week 1- January 15, 2003- Introduction to Foundations III**

Introduction of class members

Syllabus review

Discussion of projects

#### **Readings for next week:**

Netting, Kettner, & McMurtry, Chapters 1: An Introduction to Macro Practice in Social Work & Chapter 2 : The Historical Roots of Macro Practice.

Brody & Nair, Chapter 1: The Environmental Context Affecting Human Service.

#### **Week 2- January 22, 2003- Class Projects/Introduction to Macro Practice**

Guest speakers will present to help students select projects

Lecture: An introduction to macro practice in social work

Lecture: The historical roots of macro practice

Lecture: The environmental context

Small group activity and discussion using *NASW Code of Ethics*: Social work ethics in the macro arena

#### **Readings for next week:**

Brody & Nair, Chapters 2: The Service Delivery System, Chapter 3: Client Advocacy at the Macro Level

#### **Week 3- January 29, 2003- Macro Basics: Theoretical bases, roles, and ethics**

Lecture: The ecological perspective

Group discussion and lecture: Macro roles

Lecture: Macro task arenas

Small group activity and discussion: Social work ethics

\*\*\* **Report of Semester Project selection due**

**Readings for next week:**

Netting, Kettner, & McNair, Chapters 3: Understanding the Problem and the Target Population, Chapter 9: Developing an Intervention Strategy, Chapter 10: Selecting Appropriate Tactics.

Brody & Nair, Chapter 21: Negotiating and Advocating Positions, Chapter 22: Developing and Coordinating Human Services

**Week 4- February 4, 2003- Macros Basics, cont./Understanding Problems/ Developing and Implementing Intervention Strategies**

Lecture: Negotiating, advocating, collaborating and coordinating

Lecture and activity using case study: Understanding problems

Lecture: Developing and implementing interventions

Lecture and discussion: Macro practice and social justice

**Readings for next week:**

Netting, Kettner, & McMurtry, Chapter 7: Understanding Organizations

Brody & Nair, Chapter 4: The Organization's Culture, Chapter 11: Organizational Structures and Processes

***SECTION II- MACRO PRACTICE WITH ORGANIZATIONS***

**Week 5- February 11, 2003- Understanding Organizations**

Lecture: Understanding organizations

Lecture and discussion: Organizational culture

Small group activities: Organizational structures and process

Lecture: Ethical processes in understanding organizations

**Readings for next week:**

Netting, Kettner, & McMurtry, Chapter 8: Analyzing Human Service Organizations.

Brody & Nair, Chapter 5: Strategic Planning

United Way, in Cox, et al., Chapter 24 (Budgeting)

**Week 6- February 18, 2003- Analyzing Organizations**

Lecture: Analyzing human service organizations

Class activity: Strategic planning

Guest speaker and class activity: Budgeting

Lecture and small group activity: diversity considerations in organizational analysis

**Readings for next week:**

Brody & Nair, Chapters 6: Setting Doable Objectives, Chapter 7: Implementing Achievable Plans, Chapter 8: Solving Operational Problems, & Chapter 14: Organizational Leadership and Supervision

**Week 7- February 25, 2003-Planning and Implementing Strategies for Organizational Change**

Setting doable objectives  
Implementing achievable plans  
Solving operational problems  
Organizational leadership and supervision  
Ethical considerations for planning and implementing change

**Readings for next week:**

Brody & Nair, Chapter 15: Using the Internet to Enhance Macro Practice,  
Chapter 16: Searching for Funds, Chapter 17: Preparing Effective Proposals

**Week 8- March 4, 2003- The Internet and Fund Raising**

Computer lab: Using the Internet in macro practice  
Lecture: Searching for funds  
Guest speaker: Preparing effective proposals and fund raising events

**Readings for next week:**

Netting, Kettner, & McMurtry, Chapter 4: Understanding Communities,  
Chapter 5: Understanding and Analyzing Community Strengths and Problems,  
Chapter 6: Understanding a Community Human Service System.  
Brody & Nair, Chapter 18: Community Problem Analysis

**Distribute Midterm Examination**

***SECTION III- MACRO PRACTICE WITH COMMUNITIES***

**Week 9- March 11, 2003- Understanding and Analyzing Communities**

Lecture: Understanding communities  
Small group activity: Community problem analysis  
Lecture: Understanding and analyzing community strengths  
Lecture and group activity: Understanding a community human service delivery system  
Lecture: Economic justice and community practice

**Readings for next class:**

Brody & Nair, Chapter 19: How Community Organizations Affect Change,  
Chapter 20: Community Development/Community Building Initiatives  
Foster, Sandra Jean (1997), Rural lesbians and gays: public perceptions, workers perceptions, and service delivery pp. 23-35  
Mann, Wendy M. (1997), Portraits of social services programs for rural sexual minorities, pp 95-103.

**Week 10- March 18, 2003- Spring Break**

**Week 11- March 25, 2003- Computer Assignment**

**Week 12- April 2, 2003-Facilitating Change in Communities**

Lecture: How community organizations affect change  
Guest speaker: Community development/Community building initiatives  
Lecture and discussion: Ethics in community practice  
Small group activity with handouts: Diversity in community analysis

\*\*\* **Mid-term examination due**

**Readings for next week:**

Jannson, Chapters 1: Why Engage in Policy Practice and Policy Advocacy,  
Chapter 4: The Big Picture: Policy Practice in Governmental, Community, and  
Agency Settings  
Ellis, Chapter 1: Social Policy: Definitions and Descriptions  
Appleby, G. (2001) Chapter 9: Lesbian, gay, bisexual and transgender people  
confront heterocentrism, heterosexim, and homophobia

***SECTION IV- POLICY PRACTICE AND ADVOCACY***

**Week 13- April 9, 2003- Policy Practice and Advocacy**

Lecture: Rationale for policy practice  
Lecture: Basics of policy practice  
Computer lab activity: The policy practice arena

**Readings for next week:**

Haynes & Michelson, Chapter 4: Policy Models for Political Advocacy,  
Chapter 5: The Practitioner's Influence on Policy, Chapter 6: Influence through  
Lobbying, Chapter 7: Influence through Organizing Others, Chapter 9: Political  
Action Committees  
Worden, R. (2001) Chapter 5: Women and Sexist Oppression

**Week 14- April 16, 2003- Policy Practice and Advocacy (cont.)**

Guest speaker: Policy practice with the press  
Lecture: Policy models for political advocacy  
Small group activity: The practitioner's influence on policy  
Guest speaker: Influence through lobbying  
Guest speaker: Influence through organizing others  
Lecture: Political Action Committees  
Lecture: Policy practice and ethics

\*\*\* **Semester projects due**

**Readings for next week:**

Kirst-Ashman & Hull, Chapter 6: IMAGINE How to Implement Macro  
Intervention: Changing Agency Policy, Chapter 7: IMAGINE Project  
Implementation and Program Development  
Solomon (Cox, et al.), Chapter 26: Evaluating Community Programs

***SECTION V- PROGRAM DEVELOPMENT AND EVALUATION***

**Week 15- April 23, 2003- Program Development and Evaluation**

Lecture: Basics of program development

Lecture: Basics of program evaluation

Lecture: Basics of needs assessment

Small group activity and discussion: Culturally-sensitive program development

Lecture: Ethical considerations in program development

**Readings for next week:**

Brody & Nair, Chapter 10: Perspectives on Diversity and Ethical Behavior

Devore & Schlesinger, Chapter 9: Ethnic-Sensitive Macro Practice

***SECTION VI- MACRO PRACTICE AND CULTURAL SENSITIVITY***

**Week 16- April 30, 2003- Macro Practice, Diversity, and Cultural Sensitivity**

Lecture: Managing diversity in agencies

Discussion: Challenges of diversity

Lecture: Ethical issues

Guest speaker: Sexual harassment

Guest speaker: Personnel practices

Lecture: Social work values

Lecture: Layers of understanding ethnicity

Review for final examination

**Final Examination- May 7, 2003**