

**The University of Tennessee
The College of Social Work**

SW 504 Foundations of Social Work Practice III

Spring Semester, 2003
SW 504 (Sections 77525, 77541)
Foundations of Social Work Practice III
Monday, 12:20 – 3:20 p.m. (77525, Room 209)
Monday, 3:35-6:35 p.m. (77541, Room 209)
Building: Henson Hall

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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 CSW MSSW Handbook [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*, 2002-2003).

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;
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).

Course Format and Assignments

The course will include lectures by the instructor and guest presenters, class discussions, exercises, videos, and student presentations.

Course assignments are designed to build and synthesize critical thinking, knowledge and skills over the course of the semester. Late assignments will be marked down. Requests for exceptions must be discussed with the instructor before an assignment is due. Please note that there will be, WITH NO EXCEPTION, no late assignments excused because of computer or printer problems. Written materials are to be typewritten or word processed, and double-spaced. APA format should be used unless otherwise specified by the instructor.

Students will be evaluated in three assignment areas and class participation. Criteria for the organizational analysis and semester project assignments are included in the syllabus following the course outline and session readings. The instructor reserves the right to add in-class quizzes examinations during the course of the semester to assess students' mastery of readings and other course material.

An in-class or take home exam	25%
A written organizational analysis	30%
A semester project	30%
Class participation	15%

The grading scale is:

94 - 100	A	Superior performance
90 - 93	B+	better than satisfactory performance
82 - 89	B	satisfactory performance
79 - 81	C+	less than satisfactory performance
72 - 78	C	performance well below the standard expected of graduate students
67 - 71	D	clearly unsatisfactory performance, cannot be used to satisfy degree requirements
< 67	F	extremely unsatisfactory performance, cannot be used to satisfy degree requirements (descriptions are from the UT Graduate School catalog)

Course Expectations

Regular and on-time class attendance is considered professional behavior. Students are expected to discuss absences with the instructor in advance. More than 2 unexcused absences or tardiness may result in the markdown of the final grade. 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, complete all assignments on time, and enjoy some of the learning

at least some of the time.

Course Texts

Required:

Netting, F., Kettner, P. & McMurty S. (1998). *Social Work Macro Practice*. 2nd Ed. White Plains, NY: Longman and Company.

Brody, R. & Nair, M.D. (1999). *Macro Practice: A Generalist Approach*. 5th Ed. Wheaton, IL: Gregory Publishing.

Additional Readings

Required and optional readings are on reserve at Hodges Library. Additional reading materials may be distributed during class sessions.

Course Outline

*(topics listed under each session indicate lecture and class discussion content; required readings are astericked***)*

I. INTRODUCTION TO AND FUNDAMENTALS OF MANAGEMENT AND COMMUNITY PRACTICE (Sessions 1-5)

Session 1. Introduction to Course

Review organization of course (syllabus, readings, course schedule, assignments)

Computer-based resources (e.g. email, internet)

The ecological perspective and micro-macro practice continuum

In-class activity: the Myers-Briggs

Session 2. No class – celebrate Dr. Martin Luther King!

Session 3. The Social Work Practice Continuum: Macro Practice

Social work's commitment to social change, empowerment practice, justice

Participatory processes, empowerment practice, strength through diversity

Professional development, application of values and ethics in macro practice

Current issues and trends in macro practice and society

Readings:

***Netting, Kettner & McMurty, Chs. 1-2, An introduction to macro practice in social work, The historical roots of macro practice (3-67). (Includes assessment of conditions and problems for current and historically oppressed, and diverse, groups, including women, people who are poor, people of color, persons with disabilities, gay and lesbian individuals).

***Parsons, Gutierrez, & Cox, *Empowerment in Social Work Practice: A Sourcebook*: Part 1, An introduction to empowerment practice (3-23).

*** <http://www.idbsu.edu/socwork/dhuff/XX.htm>

***Abramovitz, M. (1998). Social work and social reform: an arena of struggle. *Social Work*, 43(6), (512-526). (includes interventions for current and historically oppressed and vulnerable populations).

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

Perkins, D.D. (1995). Speaking truth to power: Empowerment ideology as social intervention and policy. *American Journal of Community Psychology*, 23(5), 765-794.

Exercise: Immigrants and refugees in East Tennessee scenario

We will discuss options for agency-based semester projects.

Session 4. Relationship and Resource Building

Task group and coalition leadership skills;

Facilitating and participating in meetings

Group problem solving, conflict management, decision-making

Strengthening group process through diversity, similarities, differences

Readings:

***Brody & Nair, Ch. 9, Organizational structures and processes; Ch. 10, Skill in running meetings; Ch. 11, Managing time and stress (107-153); Ch. 21 Collaboration and Coordination (323-339).

***Tropman, J.E. & Morningstar, G. (1995). The effective meeting: How to achieve high-quality decisions. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), *Tactics and techniques of community intervention* (412-426). Itasca, IL: F.E. Peacock Publishers, Inc.

Bakalinsky, R. (1995). The small group in community organization practice. In J. Rothman, et al (eds), *Strategies of community intervention* (140-146).

Moore, C. (1987). Ch. 1, Introduction; Ch. 2, Nominal group technique; Ch. 3, Ideawriting (1-45), *Group Techniques for Idea Building*. Newbury Park: Sage Publications.

Krueger, R.A. 1994). *Focus groups: A practical guide for applied research*. Thousand Oaks, CA: Sage.

Exercise: Application to immigrant and refugee groups in East Tennessee scenario

Session 5. Models of Planned Change and Problem-Solving in Organizations and Communities

The need for change

Stages of planned change and problem-solving processes

Developing intervention options

Developing and implementing interventions

Identifying anticipated and unanticipated consequences

Planned change models in the context of ethics, diversity, and justice frameworks

Readings:

***Netting, Kettner, McMurty, Ch. 3, Understanding the problem and target populations; Ch. 9, Developing an intervention strategy; Ch. 10 Selecting appropriate tactics.

***Parsons, Gutierrez, & Cox, Part 2, Empowerment in Practice: Populations: Ch. 3, Poor Communities of Color. *Empowerment in Social Work Practice: A Sourcebook*.

*Exercise: Application to immigrant and refugee groups in East Tennessee scenario
Take home exam received (covers content of sessions 1-5)*

II. ORGANIZATIONAL AND COMMUNITY ASSESSMENT (Sessions 6-8)

Session 6-7. Assessing Organizations

Organizational auspices, characteristics, dynamics
Task environments and interorganizational relationships
Advancing individual worth and dignity through organizations
Effects on individuals and service delivery
Organizational risk and resilience issues for vulnerable populations

Readings:

*** Netting, Kettner, McMurty, Ch. 8, Understanding organizations.

***Brody & Nair, Ch. 1, The environmental context affecting human services agencies. Ch. 2, The organization's culture (6-31).

***Parsons, Gutierrez, & Cox, Part 2, Empowerment in Practice: Populations: Ch. 5 People with Disabilities. *Empowerment in Social Work Practice: A Sourcebook*.

Take home exam turned in

Session 8. Assessing Communities

Characteristics and dynamics
Local to global dimensions, relationships, resources
Advancing individual worth and dignity through community
Community risk and resilience issues for vulnerable populations

Readings:

***Netting, Kettner & McMurty, Ch. 5 Understanding and analyzing community strengths and problems; Ch. 6, Understanding a community human service system.

***Montiel, M., & Ortego y Gasca, F. (1995). Ch. 3, Chicanos, communities, and change. In F.G. Rivera & J.L. Erlich (eds.) *Community organizing in a diverse society*. (43-60). Boston, MA: Allyn and Bacon.

Video: "Toxic Legacy" (Differential risks for developmental disabilities among children in Mexican Yaqui Indian community from use of non-traditional farming methods and pesticides.)

III. ROLES, STRATEGIES, AND TACTICS IN MANAGEMENT AND COMMUNITY PRACTICE (Sessions 9 - 14)

We may have guest speakers during one or more of these sessions

Session 9. Introduction to Macro Practice Leadership Roles in Organizations and Communities

Understanding and applying leadership roles and skills
Professional responsibility for lifelong learning and ethical conduct
Translating ideas to action (plans, objectives, tasks)

Readings:

***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.

***Brody & Nair, Ch. 6, Solving Operational Problems; Ch. 7, Handling Communications and Conflict, Ch. 8, Perspectives on Diversity and Ethical Behavior (82-106), Ch. 12, Organizational Leadership and Supervision (pp. 154-171).

***Parsons, Gutierrez, & Cox, Part 2, Empowerment in Practice: Populations: Ch. 2, Women. *Empowerment in Social Work Practice: A Sourcebook*.

*** <http://www.socialworkers.org/>

*** <http://www.aswb.org/>

*** <http://www.ifsw.org>

Chernesky, R.H. & Bombyk, M.J. (1995). Women's ways and effective management. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), *Tactics and techniques of community intervention* (pp. 232-239). Itasca, IL: F.E. Peacock Publishers, Inc.

Myers-Briggs feedback and more with Kristin Corbett, UT Career Services

Session 10. Spring Break!

Session 11. Management and Administration

Intra organizational practice and interventions
Supervision, program and fiscal management and evaluation
Organizational ethics, discrimination, oppression, empowerment

Readings:

***Brody & Nair, Ch. 3 Strategic Planning, Ch. 4 Setting Doable Objectives, and Ch. 5 Implementing Achievable Plans (32-68).

*** Parsons, Gutierrez, & Cox, *Empowerment in Social Work Practice: A Sourcebook*: Ch. 10, Social service delivery and empowerment: The administrator's role (167-186). Ch. 12, Evaluation of empowerment practice (204-219).

Session 11. Management and Administration (continued)

*** <http://www.sc.edu/swan/listserv.html> *** <http://www.indepsec.org/>

*** <http://www.nptimes.com/>

Strom-Gottfried, K. (1998). Applying a conflict resolution framework to disputes in managed care. *Social Work*, 43(5), 393-401.

Birdsall, W.C. & Manela, R.W. (1995). The nitty gritty of program evaluation: practical guide. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), *Tactics and techniques of community intervention* (pp. 320-333). Itasca, IL: F.E. Peacock Publishers, Inc.

Organizational Analysis due at the beginning of class

Session 12. Community Organization and Social Action

Community organization tactics, strategies and interventions

Participatory practice and evaluation

Organizer ethics, issues of discrimination and oppression

Readings:

*** Brody and Nair, Chapter 18, How Community Organizations Affect Change (279-292).

*** Castelloe, P., & Watson, T. (1999). Participatory education as a community practice model: A case example from a comprehensive Head Start program. *Journal of Community Practice*, 6(1), 71-89.

*** Parsons, Gutierrez, & Cox, Part 2, Empowerment in Practice: Populations: Ch. 4 Lesbians and Gays. *Empowerment in Social Work Practice: A Sourcebook*.

*** <http://www.southernempowerment.org>

*** <http://noacentral.org/>

*** <http://www.midwestacademy.com/>

Kahn, S. (1991) *Organizing*, 2nd Ed. NASW Press, 1991. Chapter 1, Organizing, Chapter 8, Strategy, Chapter 9, Research, Chapter 10, Tactics.

Rivera, F.G. & Erlich, J.L. (1995). A time of fear: A time of hope. In F.G. Rivera & J.L. Erlich (eds.) *Community organizing in a diverse society*: (1-24). Boston, MA: Allyn and Bacon.

- Weil, M. (1995). Women, community, and organizing. In J.E. Tropman, et al (eds.) *Tactics and techniques of community intervention*, Itasca, IL: F.E. Peacock Publishers, Inc. 118-134.
- Douglass, R.L. (1995). How to use and present community data. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.) *Tactics and Techniques of Community Intervention* (pp. 427-438). Itasca, IL: F.E. Peacock Publishers, Inc.

Session 13. Community, Social, and Economic Development

Community building principles, interventions, initiatives
Social, economic and sustainable development practice
Local to global ethics, issues of discrimination and oppression

Readings:

- ***Brody and Nair, Ch. 19 Community Development/Community Building Initiatives (293-306)
- ***Midgley, J. & Livermore, M. (1998). Social capital and local economic development: Implications for community social work practice. *Journal of Community Practice*, 5(1/2), 29-40.
- *** <http://www.kornet.org/empower/> *** <http://www.ssw.upenn.edu/>
- *** <http://web.utk.edu/~merogge/roggehp.html>
- University of Kansas Community Toolbox <http://ctb.lsi.ukans.edu/homepage.html>
- Aspen Institute Roundtable on Comprehensive Community Initiatives <http://www.aspenroundtable.org/>
- *** Hart, M. (1998-2000). Sustainable Measures: “What is Sustainability, Anyway?” (follow the forward arrows in this section) [<http://www.sustainablemeasures.com>]
- ***Edwards, E.D., & Edwards, M.E. (1995). Community Development with Native Americans. In F.G. Rivera & J.L. Erlich (eds.) *Community organizing in a diverse society*: (25-42). Boston, MA: Allyn and Bacon.
- Page-Adams, D. & Sherraden, M. (1997). Asset-Building as a community revitalization strategy. *Social Work*, 42(5). (423-434).
- Midgley, J. (1999). Ch. 11. Social development in social work: Learning from global dialogue. In C.S. Ramanathan & R.J. Link (Eds.). *All our futures: Principles and resources for social work practice in a global era*. (193-205). New York: Wadsworth.

Video: “Holding Ground: The Rebirth of Dudley Street”. (Documents strategies and tactics used by members of a low-income, racially and ethnically diverse neighborhood in Boston to improve neighborhood conditions.)

Session 14. Policy Practice and Advocacy

Strategies and tactics in political arenas

Ethical policy practice, issues of discrimination and oppression

Electronic advocacy

Readings:

***Brody and Nair, Ch. 20, Negotiating and advocating positions (307-322).

***Haynes, K.S. (1998). The One-Hundred-Year Debate: Social Reform versus Individual Treatment. *Social Work*, 43(6), 501-511.

***Haynes, K.S. & Mickelson, J.S. (1991). *Affecting change: Social workers in the political arena*. Influence through organizing others (81-96), Monitoring the bureaucracy. (97-112), Social workers as politicians. (141-154).

*** http://www.bc.edu/bc_org/avp/gssw/ea.html

*** <http://www.epn.org/>

Flynn, J.F. (1992). *Social Agency Policy*. Ch. 11 Position statements. (287-299).

Amidei, N. (1991). *So you want to make a difference*. Washington, DC: OMB Watch.

Depending on the number of projects, in-class presentations may start this week

Sessions 15-16. Integration and semester project presentations

Semester Project Assignments are due by the beginning of class session 16.

SW 504 Community Practice III
Organizational Analysis Assignment
Dr. Rogge
Spring, 2002

This assignment is a written analysis of certain aspects of a local organization. Most students will find it convenient to use the organization in which you are doing your field placement and to integrate this assignment into your practicum learning objectives. You may use another organization but coordinate this with the instructor.

The assignment is to be double-spaced with 10 - 15 pages. Any text over the 15 pages maximum will not be read. This assignment (30% of the course grade) is *due the week following Spring Break*.

The framework for the analysis draws primarily from Netting et al.'s (1998) Framework for Analyzing a Human Service Organization (277-280). The specific Tasks to analyze are listed below. In your analysis, demonstrate your comprehension of organizational concepts covered in the readings and class.

Remember that agencies often undergo rapid change in their internal and external environments. Such change or other dynamics may affect the type and degree of information accessible to you. The information you gather is to be used for educational purposes in this class only. The paper should be written to protect the confidentiality of individuals and your agency's boundaries. Coordinate your work closely with your field instructor, and contact the course instructor if any questions arise.

Draw on agency personnel and documents for material. Please interview at least one person in each of the following organizational positions: 1) supervisor, 2) manager or administrator, 3) budget/accounting personnel or financial committee member, and, 4) *if possible*, a board member. In your analysis, distinguish between information (facts) and opinions provided by your informants and yourself.

Each document or set of documents (see Netting et al., 1998, for examples) that you attach to your paper, and the strategic interorganizational map you will create, should be attached as appendices to the end of the paper. Attachments are not part of the 15-page paper maximum.

Use Netting et al.'s (1998) Task number headings to organize your report. Please be sure to add page numbers to your report. Overall paper organization and structure, use of appendices, grammar, and APA format are worth **9 pts**.

ORGANIZATIONAL ANALYSIS PART ONE: INTRODUCTION

Identify the organization you will analyze regarding this assignment. *Identify (by agency position, not by name)* individuals from whom you collected your data for the report. List the types of agency documents used, and other data sources you used. If you can't get agency documents or meet with key informants, state so and speculate briefly as to why you think this is so. If you have difficulty in getting documents or contact with key informants, contact the instructor to discuss your situation.

Identify, very briefly, the social problem and target population that will be the focal point of your analysis. Because organizations can be very complex and deal with many different issues, you probably will want to select one type of social problem and target population (e.g. care for chronically mentally ill elderly, sexual abuse of children, etc.) to use as a focal point for this assignment. For example, when you develop a map of strategic organizations, you will then only discuss organizations strategic to that problem and population. **(1 pt)**

PART TWO: ORGANIZATIONAL COMPONENTS

Your analysis should respond to each of the bulleted questions identified in the Tasks. Use Netting et al's (1998) Task number headings to organize your writing. A useful technique in responding to the items is to summarize your answer to the question, then give specific examples to illustrate your answer.

FOCUS A

Task 1: Identify sources of cash and noncash revenues **(10 pts.)**

Task 5: Identify other important organizations in the task environment **(10 pts.)**

Task 6: Assess the agency's relationship to other important organization in the task environment **(10 pts.)**

Create a computer-generated map of organizations strategic to your organization (dept., unit of analysis) regarding the social problem and target population on which you focus. **(10 pts.)**

FOCUS B

Task 7: Identify corporate authority and mission **(10 pts.)**

Task 9: Understand organizational and program structure **(10 pts.)**

**PART THREE:
EXTERNAL INFLUENCES AND TRENDS**

1. Identify and describe 2 influences external to your organization (e.g. a social policy, change in funding sources, etc.) *currently* affecting how your organization is able to serve its clients. Identify one positive and one negative influence **(6 pts)**.
2. Identify and describe 2 *emerging* societal or organizational trends that you and your informants think will affect your organization *in the future* **(6 pts)**

**PART FOUR:
PROCESS REFLECTIONS, LEARNINGS**

Reflect on what you have learned (or relearned, or unlearned) about how organizations function. Please note that this section of the paper is a reflection on your future practice, not that of the organization you reviewed for this assignment. Based on your experiences with this analysis, critically assess what you, as a professional social worker, might do differently in your future work within organizations. Include in your assessment a discussion of how you might approach organizationally related work in regard to social work values and ethics, issues of diversity, justice, and work with vulnerable populations. **(18 pts.)**

Finally, complete the one-page Student Evaluation (see next page) of this assignment. You do not need to identify yourself on the evaluation form but it must be handed in for the assignment to be complete.

SW 504 Community Practice III
Student Evaluation of Organizational Analysis Assignment
Dr. Rogge
Spring, 2002

What was most helpful about this assignment in learning about social service organizations?

What was least helpful about this assignment in learning about social service organizations?

The following changes in the assignment would help me learn more about social service organizations and my role(s) as a social work in them:

Thank you for the feedback

SW 504 Community Practice III
Semester Project Assignment
Dr. Rogge
Spring, 2002

Semester Project

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

1. Participate in one of the agency-based projects that will be discussed in class session 3.
2. Teach a 75-minute class session (presentation and class participation) using the materials identified in the syllabus.
3. Develop a 40-minute presentation (presentation and class participation) for the class on some aspect of macro practice. The instructor must approve the topic in advance.

Additional criteria for each alternative will be handed out and discussed in class.

(Assignment courtesy of Dr. Rod Ellis, CSW Nashville)

BIBLIOGRAPHY

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- Daly, H.E. & Cobb, J.B., Jr. (1989). *For the common good: Redirecting the economy toward community, the environment, and a sustainable future*. Boston, MA: Beacon Press.
- 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.
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- Dotson, D. (1979). Occupational health: Organizing the right to breathe. *Human Services in the Rural Environment*, 4(1), 4-11.
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- Fisher, R. (1995). Social action community organization: Proliferation, persistence, roots, and prospects. In J. Rothman, J.L. Erlich & J. E. Tropman (Ed.), *Strategies of community intervention* (pp. 327-340). Itasca, IL: F.E. Peacock Publishers, Inc.
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