

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

**SW504 - Foundations of Social Work Practice III**

Course Outline  
Spring 2005

SW 504 (Sections 78446, 78462)  
Foundations of Social Work Practice III  
Monday, 12:20 – 3:20 p.m. (78446, Room 206)  
Monday, 3:35-6:35 p.m. (78462, Room 206)  
Building: Henson Hall

Mary Rogge, Ph.D.  
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Thurs. 1 – 4 p.m.  
(others by appt.)

**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 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. Class participation is graded on the basis of sharing, concern, and commitment to what occurs in class. Written assignments are evaluated, in addition to assignment-specific criteria, on organization, clarity, logic, internal consistency, and flow of information. Test outcomes are graded in accordance with the instructions that you will be given with each test.

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	30%
A written organizational analysis	30%
A semester project	30%
Class participation	10%

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 coming late to class may result in the markdown of the final grade. Students are expected to complete and think about assigned readings in 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. (2004). *Social Work Macro Practice*. 3<sup>rd</sup> Ed. White Plains, NY: Longman and Company.

Brody, R. & Nair, M.D. (2003). *Macro Practice: A Generalist Approach*. 6<sup>th</sup> Ed. Wheaton, IL: Gregory Publishing.

## **Additional Readings and Resources**

Required and optional readings are on reserve at Hodges Library. Additional reading materials may be distributed during class sessions. Some required readings may be changed over the course of the semester.

Please also familiarize yourself with these University of Tennessee resources:

The University of Tennessee Libraries. (2004-2005). Reference Shelf – Style Manuals. Retrieved December 14, 2004 from <http://www.lib.utk.edu/refs/style.html> (for APA style).

The University of Tennessee Libraries. (2004). Understanding Plagiarism. Retrieved December 14, 2004 from <http://www.lib.utk.edu/instruction/plagiarism/students.html>

The University of Tennessee Libraries. (2004). Diversity Committee's Diversity Resource Guides. [http://www.lib.utk.edu/diversity/resources/diversity\\_resource\\_guides.html](http://www.lib.utk.edu/diversity/resources/diversity_resource_guides.html)

The University of Tennessee Department of English (2004). The Department of English Writing Center. Retrieved December 14, 2004 from <http://web.utk.edu/%7Eenglish/writing.php>

## **Course Outline**

*(topics listed under each session indicate lecture and class discussion content. Required readings are astericked\*\*\*. Readings for each class session should be read BEFORE the session in which they are listed)*

### **I. PLANNED SOCIAL CHANGE AND ASSESSMENTS IN COMMUNITIES AND ORGANIZATIONS (Sessions 1-4)**

**Session 1. No class – celebrate Dr. King!**

**IMPORTANT NOTE: BEFORE WE MEET FOR SESSION 2 ON JANUARY 24:**

**1. Go to UT Career Services at 100 Dunford Hall (across the volleyball court behind (south of) Henson Hall. Tell the receptionist you are there to take the Myers-Briggs Inventory for Dr. Rogge's class and that Nathan Ford (Asst. Director of Career Planning & Educational Placement) should receive your completed Inventory. Taking the Myers-Briggs should take about 20 minutes.**

**2. Complete the required (\*\*\*) readings for Session 2.**

**Session 2. The Social Work Practice Continuum: Fundamentals of Macro Practice**

Organization of course (syllabus, readings, course schedule, assignments)

The ecological perspective and micro-macro practice continuum

Social work's commitment: social change, empowerment, participation, justice, 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 (3-72). (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.

Yan, M.C. (2002). Bridging the fragmented community: Revitalizing settlement houses in the global era. *Journal of Community Practice*, 12(1/2), 51-69.

*We will discuss options for agency-based semester projects and the Myers-Briggs Inventory*

**Session 3. 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 community and organizational problems, Ch. 4. Understanding populations (73-122); Ch. 9-11: Building support for the proposed change;

Selecting appropriate strategies and tactics; Planning, implementing, monitoring, and evaluating the intervention (305-406).

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

\*\*\*Mulroy, E.A., & Lauber, H. (2002). Community building in hard times: A post-welfare view from the streets. *Journal of Community Practice*, 10(1), 1-16.

Kim, M.M., Calloway, M.O., & Selz-Campbell, L. (2004). A two-level community intervention model for homeless mothers with mental health or substance abuse disorders. *Journal of Community Practice*, 12(1/2), 107-122.

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

#### **Session 4. 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 communities, Ch. 6, Analyzing communities (123-206).

\*\*\*Arizmendi, L.G., & Ortiz, L. (2002). Neighborhood and community organizing in *colonias*: A case study in the development and use of *promotoras*. *Journal of Community Practice*, 12(1/2), 23-35.

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.

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

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

*Take-home exam received (covers material in sessions 1-4)*

#### **Session 5-6. 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, Analyzing human service organizations (255-304).

\*\*\*Brody & Nair, Ch. 1, The environmental context affecting human services agencies. Ch. 2, The service delivery system, Ch. 3, Client advocacy at the macro level, Ch 4, The organization's culture (6-74).

\*\*\*Holley, L.C. (2003). Emerging ethnic agencies: Building capacity to build community. *Journal of Community Practice*, 11(4), 39-57.

\*\*\*Hyde, C.A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. *Journal of Community Practice*, 11(1), 39-59.

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

*Session 5: Take home exam due*

## **II. ROLES, STRATEGIES, AND TACTICS IN MANAGEMENT AND COMMUNITY PRACTICE (Sessions 7-13)**

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

### **Session 7. Introduction to Macro Practice Leadership Roles in Organizations and Communities**

Understanding and applying leadership styles, roles, and skills  
Professional responsibility for lifelong learning and ethical conduct  
Professional development and preparation

Readings:

\*\*\*Brody & Nair, Ch. 8, Solving Operational Problems; Ch. 9, Handling Communications and Conflict, Ch. 10, Perspectives on Diversity and Ethical Behavior (112-152), Ch. 14, Organizational Leadership and Supervision (200-216).

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

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.

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

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

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

<http://www.ifsw.org>

*Guest Presenter: Nathan Ford, Asst. Director, The University of Tennessee Career Services*

### **Session 8. Relationship and Resource Building**

Organizational cultures, environments, relationships  
Group problem solving, conflict management, decision-making  
Strengthening group process through diversity, similarities, differences  
Task group and coalition leadership skills  
Facilitating and participating in meetings

Readings:

- \*\*\*Brody & Nair, Ch. 11, Organizational structures and processes; Ch. 12, Skill in running meetings; Ch. 13, Managing time and stress (153-199); Ch. 22 Developing and coordinating human services (346-367).
- \*\*\*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.
- \*\*\*Handouts on conflict management, organizational culture and relationships
- 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.

**Session 9. Management and Administration**

Intra organizational practice and interventions  
Supervision, program and fiscal management and evaluation  
Organizational ethics, discrimination, oppression, empowerment  
Translating ideas to action (plans, objectives, tasks)

Readings:

- \*\*\*Brody & Nair, Ch. 5, Strategic Planning, Ch. 6, Setting Doable Objectives, Ch. 7, Implementing Achievable Plans (75-111), and Ch. 16, Searching for funds (237-262).
- \*\*\* 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).
- \*\*\*Austin, M.J. (2002). Managing out: The community practice dimensions of effective agency management. (2002). *Journal of Community Practice*, 10(4), 33-48.
- \*\*\* <http://www.sc.edu/swan/listserv.html>                      <http://www.independentsector.org/>  
\*\*\* <http://www.nptimes.com/>

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.

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.

**Session 10. Spring Break**

**Session 11. 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 19, How Community Organizations Affect Change (298-315).
- \*\*\*Castelloe, P., Watson, T., and White, C. (2002). Participatory Change: An integrative approach to community practice. *Journal of Community Practice*, 10(4), 7-31.
- \*\*\*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/>
- Yoshihama, M., & Carr, E.S. (2002). Community participation reconsidered: Feminist participatory action research with Hmong women. *Journal of Community Practice*, 10(4), 103.
- Hardina, D. (2003). Linking citizen participation to empowerment practice: A historical overview. *Journal of Community Practice*, 11(4), 11-38.
- Balaswamy, S., & Dabelko, H.I. (2002). Using a stakeholder participatory model in a community-wide service needs assessment of elderly residents: A case study. *Journal of Community Practice*, 10(1), 55-70.

*Organizational Analysis due at the beginning of class*

**Session 12. 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. 20, Community Development/Community Building Initiatives (316-328).
- \*\*\*Fabricant, M., & Fisher, R. (2002). Agency based community building in low income neighborhoods: A praxis framework. *Journal of Community Practice*, 10(2), 1-22.
- \*\*\*George, U., Lee, B., McGrath, S., & Moffatt, K. (2003). Exploring citizenship in contemporary community work practice. *Journal of Community Practice*, 11(3), 71-86.
- \*\*\* 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.
- 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.

Page-Adams, D. & Sherraden, M. (1997). Asset-Building as a community revitalization strategy. *Social Work*, 42(5). (423-434).

*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 13. 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. 21, Negotiating and advocating positions (330-345).

\*\*\*Jansson, B. (2003). Ch 8. Presenting and defending policy proposals (pp. 248-286). Ch 9. Developing and using power (pp. 288-326). Ch. 10. Developing political strategy (pp. 327-344); Ch. 11. Putting political strategy into action (pp. 345-374).

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

Waysman, M., & Savaya, R., (2004). Coalition-based social change initiatives: Conceptualization of a model and assessment of its generalizability. *Journal of Community Practice*, 12(1/2), 123-143.

\*\*\* <http://www.movingideas.org/>

\*\*\* <http://www.ombwatch.org/>

\*\*\* <http://etnpronet.org/home.htm>

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 14-15. Integration and semester project presentations**

*Semester Project Assignments are due by the beginning of class session 15.*

## SW504 Spring 2005 Semester Project Guidelines

Choice of semester project must be submitted in writing to the instructor by the fourth week of class and subsequently approved by the instructor. Projects may be completed individually or in a group. The project as a whole is worth 30 % of your final grade.

### **A. PREFERRED OPTION: Local Organization Volunteer Hours**

This semester project involves completion of about 20 hours of direct volunteer contact hours with your chosen organization. Activities that you negotiate with your organizational task leaders should be related to -- and advance your understanding about -- organizational and community efforts to promote social change and justice, and the practice methods of administration and management, community organizing, community development, and/or policy practice and advocacy.

**Documentation and Grading** for this project combines: 1) credit for the actual hours worked, 2) a journal and log of your work as it relates to your “macro” social work practice, and 3) an in-class presentation (hours: 10%; log and journal: 10%; in-class presentation: 10%).

#### **1) Hours worked**

20 + hours =	100	A	15 hours=	80	C+
18-19 hours =	92	B+	14 hours=	75	C
16-17 hours =	85	B	13 hours =	69	D
			< 13 hours=	60	F

#### **2) Journal and log**

Keep a log (word-processed) of the dates and hours worked and the type of work done. *Your task leader from the organization must review, verify in writing, and provide written evaluative comments on this log before you hand it in at the end of the semester.*

Separate from the log, keep a running journal (word-processed) of your experience. Include in this journal your thoughts, observations, and critique about what the organization, its staff and constituents are doing in regard to social change. Include also how the organization’s work relates to our course content; and how you are learning from this experience about integrating macro practice knowledge and skills into your own practice. *It is important that you develop this self-reflection and critique section of your analysis, and that you demonstrate your ability to apply concepts studied in this course to your own practice.*

#### **3) In-class presentation**

During the last two or three weeks of class, prepare and present a 15 minute presentation in class (your creativity is encouraged) that orients class members to the mission, structure, and activities of the organization with which you worked, your activities, and your critique of your learning about macro practice knowledge and skills from this experience.

**B. ALTERNATIVE PROJECTS** (the number of class participants who can do these alternative projects is limited because of overall class scheduling and requirements).

- Teach a 75-minute class session (presentation and class participation) using the materials identified in the syllabus.
- Develop a 40-minute presentation (presentation and class participation) for the class on some aspect of macro practice.

**SW 504 Community Practice III**  
**Organizational Analysis Assignment**  
**Dr. Rogge**  
**Spring, 2005**

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 13 - 15 pages. Any text over the 15 pages maximum will not be read. This assignment (30% of the course grade) is *due at the beginning of class the week following spring break*.

The framework for the analysis draws primarily from Netting et al.'s (2004) Framework for Analyzing a Human Service Organization (298-301). 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. Interview at least three individuals, one each of the following organizational positions: 1) supervisor, 2) manager or administrator, 3) budget/accounting personnel or finance committee member. If *possible*, interview a board or advisory committee member; if you are unable to interview someone in this position, state the reason why in your analysis. You may certainly also interview individuals in other agency-related positions. 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., 2004, 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 the headings and sub-headings identified below to present and organize your report. Please be sure to include page numbers. 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 address each of the bulleted questions identified in the Tasks. Use Netting et. al's (2004) boldfaced subheadings (see below) 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.

### **Task 1: Analyze the Task Environment**

#### **Identify and Assess Relationships with Revenue Sources (“bullets” 1-7) (10 pts.)**

- Cash Revenues
- Noncash Revenues
- Relationships with Revenue Sources

#### **Identify and Assess Relationships with Other Elements in the Task Environment**

- Identifying other Elements (“bullets” 1-4) **(10 pts.)**
- Assessing Relationships with Other Elements (“bullets” 5-8) **(10 pts.)**

#### **Strategic Inter-Organizational Map (10 pts.)**

Create a computer-generated map of organizations strategic to your organization (agency, department, or other unit of analysis) regarding the social problem and target population on which you focus.

### **Task 2: Analyze the Organization Internally**

#### **Identify Corporate Authority and Mission (“bullets” 1-5) (10 pts.)**

#### **Understand Program Structure (“bullets” 1-5) (10 pts.)**

#### **Assess Personnel Policies, Procedures, and Practices (“bullets” 1-7) (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 **(5 pts)**.

**PART FOUR:  
PROCESS REFLECTIONS, LEARNINGS**

2. 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. *It is important that you develop this self-reflection and critique section of your analysis, and that you demonstrate your ability to apply concepts studied in this course to your own practice (15 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 with the rest of the assignment 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**

## BIBLIOGRAPHY

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- Austin, M.J. & Lowe, J.I. (Eds.) (1994). *Controversial issues in communities and organizations*. Boston: Allyn and Bacon.
- Barr, A. (January 1987). Inside practice-researching community workers in Scotland. *Community Development Journal*, 22(1), 11-17.
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- Bobo, K., Kendall, J. & Max, S. (1995). Cleaning up in the nineties. In J. Rothman, J.L. Erlich, & J.E. Tropman (Eds.), *Strategies of community intervention* (pp. 99-113). Itasca, IL: F.E. Peacock Publishers, Inc.
- Bodinham, H. & Weinstein, J. (1991). Making authority accountable: The experience of a statutory based women's group. *Groupwork*, 4(1), 22-30.
- Brager, G. & Holloway, S. (1992). Assessing prospects for organizational change: The uses of force field analysis. *Administration in Social Work*, 16(3/4), 15-28.
- Butcher, H. (April 1986). The "Community Practice" approach to local public service provision: An analysis of recent developments. *Community Development Journal*, 21(2), 107-115.
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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.
- Dodd, P., & Gutierrez, L. (1990). Preparing students for the future: A power perspective on community practice. *Administration in Social Work*, 14(2), 63-78.
- Dotson, D. (1979). Occupational health: Organizing the right to breathe. *Human Services in the Rural Environment*, 4(1), 4-11.
- Edwards, E.D. & Edwards, M.E. (1995). Community development with Native Americans. In F.G. Erlich & J.L. Erlich (Eds.), *Community organizing in a diverse society* (pp. 25-42). Boston, MA: Allyn and Bacon.
- Ekins, P., Hillman, M. & Hutchison, R. (1992). *The gala atlas of green economics*. New York: Anchor Books.
- Fellin, P. (1995). Community conflict. In *The community and the social worker* (pp. 235-247). Itasca, IL: F.E. Peacock Publishers, Inc.

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