

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

SW504 - Foundations of Social Work Practice III

Course Outline

Spring 2006

Paula D. Foster, LCSW

Phone: 615-294-1319

Fax: 615-259-4849

Office Hours: By appointment

Email: [pfoster@nashvillecares.org](mailto:pfoster@nashvillecares.org)

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.

A written organizational analysis	50%
A semester project	30%
Class participation	20%

The grading scale is:

A (95-100) Outstanding/Superior. Student consistently exceed expectations.

B+ (90-94) Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Average. Student consistently meets normal expectations for the course.

C+ (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor. There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments

**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.

Class participation is graded on the basis of sharing, concern, and commitment for what goes on in class. Written assignments are evaluated on the basis of their organization (i.e., conforming with the outline given above), clarity, internal consistency, and flow of information. You are free to have discussions with me, anytime and as many times as you want, in person or via phone, e-mail, and fax communications, in relation to any of your assignments and your progress in the course.

For in-person discussions, please call me directly to schedule an appointment. You are very much encouraged to make appointments with me, ahead of time if possible, for me to fully attend to your time requests.

### **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 1-4)**

### **Session 1. January 11, 2006 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

### **Session 2. January 18, 2006 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: TBA*

*We will discuss options for agency-based semester projects.*

### **Session 3. January 25, 2006 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.

### **Session 4. February 1, 2006 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*.

## Semester Project Selections Due

### II. ORGANIZATIONAL AND COMMUNITY ASSESSMENT (Sessions 5-7)

#### Session 5-6. February 8, 2006 & February 15, 2006 Assessing Organizations

Organizational auspices, characteristics, dynamics; Task environments and inter-organizational 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.*

#### Session 7. February 22, 2006 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 8 - 14)

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

#### Session 8. March 1, 2006 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' macropractice 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](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.

### **Session 9. March 8, 2006 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 10. March 15, 2006 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***

**No Class March 22, 2006**

**Happy Spring Break**

### **Session 11. March 29, 2006 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., & and 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 12. April 5, 2006 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 13. April 12, 2006                      Policy Practice and Advocacy**

Strategies and tactics in political arenas; Ethical policy practice, issues of discrimination and oppression; Electronic advocacy

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

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.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 14-15. April 19, 2006 & April 26, 2006**

**Integration and semester project presentations**

**SW 504 Community Practice III**  
**Organizational Analysis Assignment**  
**Paula D. Foster, LCSW**  
**Spring, 2006**

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 (50% of the course grade) is *due on March 16, 2006*.

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 inter-organizational 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 considered in grading.

**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.

## **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

Task 5: Identify other important organizations in the task environment

Task 6: Assess the agency's relationship to other important organization in the task environment

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.

### **FOCUS B**

Task 7: Identify corporate authority and mission

Task 9: Understand organizational and program structure

## **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

2. Identify and describe 2 *emerging* societal or organizational trends that you and your informants think will affect your organization *in the future*

## **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.

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**  
**Paula D. Foster, LCSW**  
**Spring, 2006**

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 worker in them:

**Thank you for the feedback**

**SW 504 Community Practice III**  
**Semester Project Assignment**  
**Paula D. Foster, LCSW**  
**Spring, 2006**  
**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 NASW Social Work Day on the Hill project that will be discussed in class session 3. A written essay of the experience is required.
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. 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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- Barr, A. (January 1987). Inside practice-researching community workers in Scotland. *Community Development Journal*, 22(1), 11-17.
- Baum, M. & Twiss, P. (Eds.) 1996). *Social Work Intervention in an Economic Crisis: The River Communities Project*. Binghamton, NY: Haworth.
- Beneford, R.D. (March 1993). Frame disputes within the nuclear disarmament movement. *Social Forces*, 71(3), 677-701.
- 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.
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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.
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- Dodd, P., & Gutierrez, L. (1990). Preparing students for the future: A power perspective on community practice. *Administration in Social Work*, 14(2), 63-78.
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- Ekins, P., Hillman, M. & Hutchison, R. (1992). *The gala atlas of green economics*. New York:Anchor Books.
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30(2) 180-200.

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Iglehart, A.P. & Becerra, R.M. (1995). Recurring issues and the next steps. In *Social services and the ethnic community* (pp. 271-285). Boston, MA: Allyn and Bacon.

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