

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

SW 504 -- Foundations of Social Work Practice III

Course Outline  
Spring 2008

3 credit hours

**Instructor:** Stan L. Bowie, Ph.D.  
**Office:** 326 Henson Hall  
**Office Phone:** 865-974-0692  
**Fax:** 865-974-3701

**Class Time:** Wed., 6:45 pm -9:45 pm  
**Class:** 206 Henson Hall  
**Office Hours:** Thursday, 11:35 am-1:30 pm  
**E-mail:** [sbowie@utk.edu](mailto:sbowie@utk.edu)

**SW 504 COURSE OUTLINE:**

**Course Format and Assignments:**

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

**Student Evaluation Criterion:**

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

<b><u>Course requirement</u></b>	<b><u>Percent of Final Grade</u></b>	<b><u>Due Date(s)</u></b>
1. Midterm Examination	25%	Feb 27, 2008
2. CIP Term Paper	25%	March 5, 2008
3. CIP Group Presentation	25%	Mar 5-Apr 16, 2008
4. Reaction Papers	10%	April 23, 2008
5. Peer Review Evaluations	15%	April 23, 2008

**Total = 100%**

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

**Midterm Examination (25% of grade)**

The midterm examination will be administered on **February 27, 2008**. The examinations will cover in-class material presented and class readings up through the week preceding the exam. The format for the examinations will be true/false, multiple choice, definitions, short answer questions, and/or essay questions.

**Community Intervention Project Term Paper (CIP, 25% of grade)**

Students will work in assigned groups of approximately five (5) individuals to complete a Community Intervention Project (CIP) term paper. As part of this process, students are required to read the article entitled: "Voices From the Welfare Vortex: A Descriptive Profile of Low-Income African American Women on the Eve of Devolution" (Bowie, Dutton-Stepick, & Stepick, 2001). Based on the data presented in the article, each student must design a community intervention project (CIP) that can empower the women described in the article, or women (and their families) who are in similar social and/or economic circumstances. As part of this assignment, students are required to identify a community-based agency and assess the mission, goals, objectives of the agency, as well the programs operated by the agency and their targeted population. Students are also required to conduct an interview with a high-level macro practitioner (agency administrator) to obtain detailed information on the agency, in addition to conducting a formal literature review on pertinent aspects of community practice (related to the agency), and on the primary type of social problem or issue addressed by the targeted agency.

The agency must be a private, non-profit organization that provides some type of specific social work service(s) to a targeted community. This assignment requires that the agency be reasonably substantial in size, scope of services provided, and so forth. It will probably make good sense to utilize an agency that is affiliated with the College of Social Work, but all decisions must be voted on by the group with a majority deciding. The teams will be randomly selected by the instructor. The final agency selection must be approved by the instructor before the team proceeds with the assignment.

Based on this information, the CIP should be designed. The information presented for the CIP design should be consistent with the information in the Brody & Nair (2003) textbook (Chapter 17), and should include a literature review, rationale, statement of need, goals and objectives, program components, and an evaluation strategy.

Important: This is a coordinated team project, but each student is responsible and will be graded individually for their effort in the group term paper and class presentation. Students will complete their own in-text citations, their own references used, and any "personal communications" utilized in completing the assignment. Students will place their names on a "header" to indicate the specific sections of the group paper they were responsible for writing, and will be graded accordingly. Students will be provided with specific evaluative criterion for the term papers and oral presentations.

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

### **Community Intervention Project Group Presentations (25% of grade)**

The student CIP teams will be responsible for presenting the CIPs to the entire class. The presentation format will be consistent with the term paper specifications. The presentation will be done using Power Point presentation technology and other approaches, if desired. Each team is required to have and document at least four (4) planning meetings to prepare for, write up, and present the CIP to your classmates and the instructor. The instructor expects nothing less than a high quality, graduate school-level term paper, and a professional group presentation. The presentations will be videotaped. The written summaries of group meetings will be provided to the instructor, and will include dates, times, and substance of team meetings, specific assignments given to individual members, responsibilities of members, problems experienced, and so forth. Each team will elect a representative who will serve as the primary liaison between the team and the professor.

### **Macro Practice "Reaction Paper" (10% of grade)**

The class is scheduled to have guest speakers who are professional macro-practitioners. One is the head administrator for a large Knox County agency, and the other is a program administrator for a private, non-profit

community-based social services agency. They will speak to the class about their experiences working in different macro practice capacities and answer and questions students may have about their “real world” scenarios. This will provide students with a unique insight into that specific aspect of social work practice, and may help students in deciding whether to pursue the clinical or management and community practice (MCP) concentration when their foundation studies are complete. Students are required to attend the session, and are required to write a “reaction paper” which will be due the week following each presentation. Specifications for the paper will be provided by the instructor.

**Peer Review Group Evaluation by CIP Group Members: (15% of final grade).**

The MSSW Program emphasizes a deliberate process of developing generalist social work practitioners who are committed to continuous [personal] development of professional self. With that goal in mind, all team members will be accountable to their peers in terms of handling their tasks, duties, and responsibilities related to the Community Intervention Project. At the end of the semester, each team member will conduct an anonymous Peer Review Evaluation Rating of their other team members that addresses the following:

- Extent of participation at group meetings, including attendance and punctuality;
- Extent of active involvement in planning and completing Policy Analysis Group Term Paper; and,
- Extent of active involvement in planning and preparing for the Policy Debates.
- Extent that member handled overall responsibilities (i.e., “carried their weight”) with both the Policy Analysis Term Paper and Policy Debates in a responsible and productive manner;

**COURSE GRADING:**

<b>The grading scale used for the course is:</b>	<b>94 - 100</b>	<b>A</b>
	<b>90 - 93</b>	<b>B+</b>
	<b>82 - 89</b>	<b>B</b>
	<b>79 - 81</b>	<b>C+</b>
	<b>72 - 78</b>	<b>C</b>
	<b>67 - 71</b>	<b>D</b>
	<b>&lt; 67</b>	<b>F</b>

**Attendance:**

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

**Use of computers or other electronic devices:**

Students are not permitted to use computers or other electronic devices during class time unless they are required and verified by the Office of Disability Services.

**Course Texts (All Required)**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Brueggemann, W.G. (2006). *The practice of macro social work* (3<sup>rd</sup> ed.). Chicago: Nelson-Hall.

**Required Article:**

Bowie, S.L., Dutton-Stepick, C., & Stepick A. (2001). Voices from the welfare vortex: A descriptive profile of low-income African American women on the eve of devolution. *Race, Gender and Class*, 4, 36-58.

**Recommended Readings:**

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

Bowie, S.L. (2004). Privatized management in urban public housing communities: A comparative analysis of social services availability, utilization, and satisfaction. *Social Work*, 49(4), 562-571.

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

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

**Note on Assigned Readings:** All readings are on reserve at Hodges Library or will be distributed during class sessions.

## SEMESTER SCHEDULE AND ASSIGNMENTS

### **Week 1 (Jan 9) Introduction to Foundations of Social Work Practice III**

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

#### **Reading Assignment:**

**Brueggemann, Chapter 1 (Overview of Macro Social Work)**

### **Week 2 (Jan 16)**

- \*\*Social Change and Social Work Change Agents
- \*\*External and Internal Environmental Issues in Macro Practice

#### **Reading Assignment:**

**-Brueggemann, Chapter 2 (Social Problems and Social Change)  
-Brueggemann, Chapter 3 (The Method of Solving Social Problems)**

### **Week 3 (Jan 23)**

- \*\*Historical Perspectives on Social Work Macro Practice
- \*\*Ethnic Groups and the Evolution of Macro Practice

#### **Reading Assignment:**

**-Carlton-LaNey (African American Social Work Pioneers Respond to Need)  
-Lundblad (Jane Addams and Social Reform: A Role Model for the 1990s)  
-Abramovitz (Social Work and Social Reform: An Arena of Struggle)**

### **Weeks 4 & 5 (Jan 30 and Feb 6)**

- \*\*Organizational Structure, Organizational Dynamics, and Leadership

#### **Reading Assignment (for both sessions)**

**-Brueggemann, Chapter 4 (Leadership: The Hallmark of Macro Social Work)  
-Brueggemann, Chapter 9, 11 (The Social Sector and the Rise of the Social Organization; Becoming a social work administrator).**

### **Week 6 (Feb 13)**

- \*\*Diversity and Multi-Culturalism Issues and Social Work Macro Practice
- \*\*Social Work with Communities
- \*\*Models of Community Intervention

#### **Reading Assignment:**

**--Brueggemann, Chapter 5 (Communities), Chapter 8 (Becoming a community organizer), and Chapter 14 (social movements)  
-Netting et al. handout (Understanding and Analyzing Communities)**

### **Week 7 (Feb 20)**

Class Time for Group Meetings and/or Midterm Examination Study

**Week 8 (Feb 27) \*\*\*\*\* MIDTERM EXAMINATION \*\*\*\*\***

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**Week 9 (Mar 5) \*\*\* ALL CIP PAPERS DUE TODAY \*\*\***

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

**Week 10 (Mar 12)**

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

**Week 11 (Mar 19)**

**\*\*\*\*\* SPRING BREAK, NO CLASS THIS WEEK \*\*\*\*\***

**Week 12 (Mar 26)**

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

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**Week 13 (Apr 2)**

\*Guest Speaker: Professional Macro Practitioner (Mandatory Attendance for reflection paper assignment)

**Week 14 (Apr 9)**

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

**Week 15 (Apr 16)**

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

**Week 16 (Apr 23) \*\* Reaction Papers Due Today \*\*  
\*\* Peer Evaluations Due Today \*\***

**\* \* \* Course Evaluation \* \* \***

## Bibliography

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