

**Social Work 362 - Social Work Methods:
Community Organization and Social Service Administration**
Fall 2022
Tuesdays, 11am – 12:50pm
SCI D217
Weeks 1, 2 and possibly 3 on Zoom

Instructor: Margaret Kubek (she, her), MSW, MS

Office Location: Sciences Building, B341

Student Time (In person or Zoom): Thursdays, 10am-1pm or by appointment

Email: mkubek@uwsp.edu



Course Description

This course focuses on the application of generalist social work methods and planned changes within organizations and communities. It explores how agency and community contexts influence vulnerable populations, shape social policy, and transform social advocacy. Macro change methods are researched and used to assess an organization and develop a macro change program proposal.

Course Materials

The following texts are required for this class:

Brueggemann, William (2014) *The Practice of Macro Social Work*. 4th edition. Boston: Cengage Learning

Other materials are posted in Canvas.

Course Format

This course will be in person on Tuesdays (except the first 2 or 3 weeks which are on Zoom). The course format will include small and large group discussions, lecture, and task force group methods lab. This course is 30% asynchronous which requires a small amount of independent work outside of the in-person class time; this asynchronous time will allow you space to watch documentaries.

Course Objectives

Students who successfully complete this course will be able to:

1. Describe generalist social work practice as it relates to macro work with organizations and communities.
2. Assess organizations to promote change in vulnerable populations.
3. Assess social problems and propose appropriate strategies in organizations and communities.
4. Examine the social advocacy change process at the macro level; in particular assessment, intervention, and evaluation.
5. Incorporate knowledge obtained from other courses to evaluate, synthesize, and apply macro social work practice.

<u>Course Requirements</u>	
1. Attendance	50 points
2. Participation	50 points
3. Task Force Group Engagement	100 points
4. Weekly Notes	150 points
5. Mid-term Exam	50 points
6. Final exam	<u>100 points</u>

<u>Grading Scale</u>		
	=	<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance and Class Participation

- ◆ You are expected to **attend class sessions** and **read all assignments** before the class for which they are assigned. It is important that you **attend every class session** due to the way the course is structured.
- ◆ Our classes will be highly interactive. I may lecture for about 15-20 minutes throughout class, but it will be predominantly discussion based. This will be a space for us to practice task force methods.
- ◆ Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate due dates; you must do this **BEFORE THE DUE DATE**. Requesting an extension does not automatically mean that you will receive one. No assignments will be accepted if they are turned in more than two weeks past the due date.

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Plagiarism

It is a requirement that all work not original will be properly referenced. Students **MUST CITE ANY AND ALL** work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Professional Communication

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day; if you do not receive a response from me after 48 hours, please resend the email. Please keep in mind that I rarely check emails after 4:30 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it during class so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

What is Student Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My in person or Zoom office hours for this semester are Thursdays from 10am - 1pm, but I can meet at other times as well.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in our small and large group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective discussions often involve some risk taking. I strive to make the classroom a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ethical behavior is expected during class and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom. Maintaining confidentiality is of utmost importance in the social work and helping professions.

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



Beyond this acknowledgement, I encourage you to educate yourself about the indigenous community in Wisconsin and beyond. Resources and weblinks are posted in Canvas.

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Policy Related to Sexual Violence on the UWSP Campus

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

Support for Students Requiring ADA Accommodations

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

READING, ASSIGNMENTS, AND CLASS TOPICS

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

Week 1 (September 5 - 11)

TOPIC: Introductions and Course Overview (Competency 1)

CLASS IS ON ZOOM THIS WEEK!

TO DO LIST: None	IN CLASS WE WILL: <ul style="list-style-type: none">• Review the syllabus and expectations for class• Complete Information Sheet	DUE: None
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Week 2 (September 12 – 18)

TOPIC: Overview of Macro Practice (Competencies 6 – 9)

CLASS IS ON ZOOM THIS WEEK!

Prior to class on Tuesday, Sept. 13 th : <ul style="list-style-type: none">• Read Brueggemann, chapter 1• Watch <i>Poverty in the USA: Being Poor in the World's Richest Country</i> (52 min)• Complete exercises 1.1 and 1.2	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings, the documentary and exercises on your to do list	DUE: Weekly notes due at end of class
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Week 3 (September 19 - 25)

TOPIC: Action Social Model of Macro Practice (Competencies 6 – 9)

CLASS IS ON ZOOM THIS WEEK!

Prior to class on Tuesday, Sept. 20 th : <ul style="list-style-type: none">• Read Brueggemann, chapter 2• Watch <i>The Women of Hull House: Harnessing Statistics for Progressive Reform</i> (17 min)• Complete Exercises 2.2 and 2.3	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings, the documentary and exercises on your to do list	DUE: Weekly notes due at end of class
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Week 4 (September 26 – October 2)

TOPIC: Helping Individuals and Groups: Generalist SW Practice (Competencies 6 – 9)

Prior to class on Tuesday, Sept. 27 th : <ul style="list-style-type: none">• Brueggemann, chapter 3• Complete Exercises 3.1, 3.2 and 3.6	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and exercises on your to do list• Task force methods group• Complete checklist 3.1, 3.2, 3.3 and 3.4	DUE: Weekly notes due at end of class
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Week 5 (October 3 - 9)

TOPIC: Conventional and Social Problems (Competencies 3 and 6 – 9)

Prior to class on Tuesday, Oct. 4 th : <ul style="list-style-type: none">• Brueggemann, chapter 4	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and exercises on your to do list	DUE: Weekly notes due at end of class
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<ul style="list-style-type: none"> • Complete Exercises 4.1, 4.2, 4.4, 4.5 	<ul style="list-style-type: none"> • Task force methods group • Complete exercise 4.6 • Course check in 	
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Week 6 (October 10 - 16)

TOPIC: Solving Problems and Making Social Change (Competencies 3 and 6 – 9)

Prior to class on Tuesday, Oct. 11 th : <ul style="list-style-type: none"> • Brueggemann, chapter 5 • Watch <i>The Rise of Black Lives Matter</i> (48 min) • Exercise 5.2 	IN CLASS WE WILL: <ul style="list-style-type: none"> • Discuss readings, documentary and exercises on your to do list • Checklists 5.1 and 5.2 • Task force methods group 	DUE: Weekly notes due at end of class
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Week 7 (October 17 - 23)

TOPIC: Community

Prior to class on Tuesday, Oct. 18 th : <ul style="list-style-type: none"> • Brueggemann, chapter 6 • Watch <i>Two American Families</i> (83 min) • Complete Exercises 6.1, 6.2 and 6.3 	IN CLASS WE WILL: <ul style="list-style-type: none"> • Discuss readings, documentary and exercises on your to do list • Task force methods group • Review for the mid-term 	DUE: Weekly notes due at end of class
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Week 8 (October 24 – 30)

NO CLASS THIS WEEK

TO DO LIST: <ul style="list-style-type: none"> • Complete mid-term 	IN CLASS WE WILL: No class	DUE: Mid-term exam due October 30 th
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Week 9 (October 31 – 6)

TOPIC: The Practice of Community Research and Planning and The Practice of Community Development (Competencies 6 – 9)

Prior to class on Tuesday, Nov. 1 st : <ul style="list-style-type: none"> • Brueggemann, ch. 7 and 8 • Watch <i>The Interrupters</i> (1 hr. 52 min) • Complete Exercise 7.5 and 8.1 	IN CLASS WE WILL: <ul style="list-style-type: none"> • Discuss readings, documentary and exercises on your to do list • Task force methods group 	DUE: Weekly notes due at end of class
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Week 10 (November 7 - 13)

TOPIC: The Practice of Community Organizing (Competencies 6 – 9)

Prior to class on Tuesday, Nov. 8 th : <ul style="list-style-type: none"> • Brueggemann, chapter 9 • Watch <i>The Democratic Promise: Saul Alinsky and His Legacy</i> (56 min) • Complete Exercise 9.1, 9.2 and 9.3 	IN CLASS WE WILL: <ul style="list-style-type: none"> • Discuss readings, documentary and exercises on your to do list • Task force methods group 	DUE: Weekly notes due at end of class
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Week 11 (November 14 - 20)

TOPIC: Social Organizations (Competencies 6 – 9)

Prior to class on Tuesday, Nov. 15 th : <ul style="list-style-type: none">• Brueggemann, chapter 10• Complete Exercise 10.3	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and the exercise on your to do list• Task force methods group	DUE: Weekly notes due at end of class
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Week 12 (November 21 – 27)

TOPIC: Creating New Social Organizations (Competencies 6 – 9)

Prior to class on Tuesday, Nov. 22 nd : <ul style="list-style-type: none">• Brueggemann, chapter 11• Complete Exercises 11.1 and 11.3	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and exercises on your to do list• Task force methods group	DUE: Weekly notes due at end of class
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Week 13 (November 28 – December 4)

TOPIC: The Practice of Social Work Administration (Competencies 6 – 9)

Prior to class on Tuesday, Nov. 29 th : <ul style="list-style-type: none">• Brueggemann, chapter 12• Complete 12.1 and 12.2	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and exercises on your to do list• Task force methods group	DUE: Weekly notes due at end of class
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Week 14 (December 5 - 11)

TOPIC: Advocacy and Social Action (Competencies 3 and 6 – 9)

Prior to class on Tuesday, Dec. 6 th : <ul style="list-style-type: none">• Brueggemann, chapter 13• Complete Exercise 13.1, 13.2 and 13.4	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and exercises on your to do list• Task force methods group presentations	DUE: Weekly notes due at end of class
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Week 15 (December 12 - 18)

TOPIC: The Practice of SW at the Global Level (Competencies 3 and 6 – 9)

Prior to class on Tuesday, Dec. 13 th : <ul style="list-style-type: none">• Read Brueggemann, chapter 14• Watch <i>Awake, A Dream from Standing Rock Documentary</i> (1 hr. 30 min)• Complete Exercises 14.1, 14.3 and 14.4	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and exercises on your to do list• Task force methods group presentations	DUE: Weekly notes due at end of class Final exam due December 18 th
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Participation and Attendance 140 points (Competency 1)

Ongoing.

• **Attendance (50 points)**

Attendance is expected.

• **Participation (50 points)**

You are expected to engage in small and large group discussions fully prepared, engaged, and participatory. Readings and assignments are to be completed on time.

Participation points will be based on engagement in small and large class discussions.

Task Force Engagement 100 points (Competencies 3 and 6 – 9)

You will be working in small groups on a task force project with all work completed during class time. At the end of the semester, each group will share their task force group process, findings, and project. Points will be determined via the following assessments:

- Ongoing participation during class time (60 points)
- Anonymous peer reviews completed by other task force group members (20 points)
- Participation in presentation of findings (20 points)

Weekly Notes 150 points (Competency 1, 3 and 6 - 9)

Each week, while you are completing readings and watching a documentary (if assigned), you will take notes. These notes will guide our small and large group discussions.

- The chapters in the text have boxes titled “Exercises;” as you are reading through the textbook each week, you will complete the exercises assigned for each week. We will discuss these exercises in class.
- Jot down takeaways and questions about the documentary

Weekly notes will be turned in at the end of each class. They can be hand-written or you may send me the notes in an email.

Mid-term Exam 50 points (Competencies 1, 3 and 6 – 9)

Due October 30th

Final Exam 100 points (Competencies 1, 3 and 6 – 9)

Due December 18th

Guidelines for Writing Assignments

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html
- ◆ If you are referencing someone else’s work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It’s always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ **The UWSP Writing Center** can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I’m happy to provide support around APA style and writing format.

Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.