

SOCIAL WORK 362: section 1 – SOCIAL WORK METHODS
Community Organization and Social Service Administration
3 credits, Spring 2017
Tuesday and Thursday, 9:35 AM- 10:50 AM, CCC

Instructor: Amy Abel, MSW, APSW
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Pre-Requisites: Admission to the Social Work Major or Consent of Instructor

Required Text: Kirst-Ashman, K. & Hull G.K. (2012) *Generalist practice with organizations and communities*. 6th edition. Chicago:Nelson-Hall, Inc.

Web Site: <https://www.socialworkers.org/pubs/code/default.asp>
NASW Code of Ethics

Student Rights & Responsibilities Website:

You are referred to UWS/UWSP Chapter 14, Student Academic Standards and Disciplinary Procedures at the following website:[UWS/UWSP Chapter 14 - Student Academic Standards and Disciplinary Procedures](#)

This website contains information on UWSP and UW System academic honesty standards.

Course Description:

This course is designed to provide knowledge and develop skills for generalist social work practice with communities and organizations. Principles of generalist social work practice in macro-systems are addressed including planning, action, and advocacy; social service administrative concerns including relationships between organizations; and issues within organizations including supervision, consultation, research, and continuing education.

Core Competencies and Expected Learning Outcomes:

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (2015 EPAS). This course addresses many of these areas of competency as indicated under “course objectives” below.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Objectives:

At the completion of the course, the student will:

1. Have developed knowledge, skill and values in applying the generalist social work approach to practice with agencies, organizations and communities [*Competencies 1, 6, 7, 8, and 9*].
2. Have developed moderate skill in assessing the impact of client diversity on practice with large client systems thus being able to apply social work practice theory to diverse populations [*Competencies 2 and 3*].
3. Have developed skill in strategies for influencing the political process [*Competency 5*].
4. Have developed knowledge and skill of a range of intervention strategies effective with large systems [*Competency 8*].
5. Have developed organizing strategies and tactics congruent with social work values and ethics [*Competencies 1 and 8*].
6. Show knowledge of common approaches for assessing organizational and community problems [*Competency 7*].
7. Show indicators of valuing citizen participation in agency and community decision-making processes [*Competencies 1, 2, and 5*].
8. Have knowledge of the history of macro practice [*Competency 1*].

Class Format:

The course format will include lecture, videos, small group work and presentations. There will be supplemental course readings assigned as the course commences through the semester. It is advised that you bring your textbook and any other relevant materials with you to class because they will be referenced during discussions and there will be times you will be asked to work in groups and refer to specific pages. You will be required to apply existing knowledge, apply new concepts and challenge yourself to critically think.

Course Requirements:

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|----|-------------------------------------|-------------------------|
| 1. | Attendance and participation | 140 points (28 classes) |
| 2. | Experiencing Social Change: Part I | 50 points |
| 3. | Experiencing Social Change: Part II | 60 points |
| 4. | Reflection Paper about Documentary | 50 points |
| 5. | Experiencing Social Change Part III | 80 points |

6. Experiencing Social Change Presentation 50 points
7. Final Exam 70 points

- Students are expected to attend all classes. *Part of your attendance/participation points is dependent upon your attendance in class.*
- Supplemental reading materials will be provided by the instructor throughout the semester. Students are expected to read these assigned materials as well as those assigned in this syllabus.
- Students should be prepared to engage in class. *Part of your attendance/participation points is contingent upon class participation.*
- This is a learning community and therefore students will demonstrate their commitment to learning by placing cell phones on silent throughout class.
- The final exam will be an essay format.
- Focus is on the growth and application of knowledge, skills and values.

Attendance:

You are required to attend every class. Attendance is taken at the beginning of class and each class is worth 5 points. The breakdown is as follows:

- 1 point for attending
- 4 points for participation

Attendance points: If you come in after the start of class, it is your responsibility to let the instructor know and it will be the instructor's discretion whether to credit the student any points for class. You will not be given any points for missed classes.

Participation points: You are expected to not only be physically present for class, but also be mentally present and engaged. Students are expected to read the assigned material prior to class and be prepared for discussion. Your participation points are dependent upon your contribution to the large class discussion, participation during group discussions, attention during videos shown in class, and attention when the instructor and other students are speaking. Again, if you are not in class, no participation points will be awarded.

Ten points will be awarded for attendance and participation at the final exam time, following the same attendance and participation guidelines specified above, except the point value break down as follows:

- 1 point for attending
- 9 points for participation

**If you have an exceptional circumstance that prevents you from attending, you are asked to speak to the instructor prior to class. The instructor has the discretion as to whether the absence will be excused, and absences will only be excused for extenuating circumstances.

Course Assignments:

There will be a total of five assignments through the semester, plus a written take home final exam.

Experiencing Social Change Assignments: Four of the assignments given through the semester that are interrelated. The intended purpose these four assignments is to have students to actively apply the learning from class and design a change proposal that will address a social issue and gap in services for a vulnerable macro population. Students will present their proposal to the class; social workers are charged with advocacy and a powerful way to advocate and invoke change is to clearly and competently communicate with stakeholders and decision makers.

The reflection paper will provide the students the opportunity to learn about a recent controversial issue that pertains to an overall social problem, apply critical thinking skills to take different viewpoints and analyze their personal values and perspective roles as social workers, and

There will also be a final take home exam. It will be disseminated no later than a week prior to the final exam date. It will be short answer and essay in format and is due to be submitted in the drop box by Tuesday, May 16th, at 10:15 AM. **You will ALSO need to attend assigned final exam time slot: Tuesday, May 16th from 10:15 AM-12:15 PM, (TEN POINTS OF YOUR FINAL EXAM GRADE IS DEPENDENT UPON YOU ATTENDING THIS TIME).**

Grading Scale:

A	=	94-100	470-500 points	significantly above requirements
A-	=	91-93	455-469 points	
B+	=	88-90	440-454 points	
B	=	84-87	420-439 points	above basic requirements
B-	=	81-83	405-419 points	
C+	=	78-80	390-404 points	
C	=	74-77	370-389 points	meets basic requirements
C-	=	71-73	355-369 points	
D+	=	68-70	340-354 points	
D	=	60-67	300-339 points	below requirements
F	=	59 and below	below 299 points	No credit

Writing Assignments:

- *All papers must be submitted in APA format, unless otherwise noted. APA format includes, but is not limited to: professional language, headings, page numbers, running headers, cover pages, reference pages and in text citations.*
- Work will be graded on the depth of the content, consideration of social work principles, values and ethics, development of ideas, spelling and grammar.
- Assignments are to be double-spaced, right justified, with one-inch margins and 12", Times New Roman font.

- Assignments are due on time to the drop box, unless otherwise noted. There will be point deductions for not following APA format, spelling, grammatical and other writing errors.

Late Papers/Missed Exam/Incompletes:

Students are expected to complete course work by the date that it is due. The dropbox will be checked to determine that you submitted your work by the required due date. Late submissions will receive a point deduction of 2 points per day past the due date. Late work will only be accepted if you also send an email to the instructor ahead of the due time letting the instructor know the assignment will be late; without this notification, a zero will be entered into the grade book for the assignment. You are responsible to contact me to negotiate for any alternate dates. We must DISCUSS the situation and I will determine if an alternate due date is appropriate.

Plagiarism:

It is a requirement that all work *not* original to you will be properly referenced. You MUST CITE ANY AND ALL work which is not of your own 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.

Confidentiality:

We will respect the stories, concerns, comments and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom.

Ground Rules for Class Participation:

We will foster a learning atmosphere where each person is valued and is safe to communicate freely. We will communicate in a constructive and thoughtful manner, which is free of harassment and threat. We will commit to work through conflicts should any occur, without blame or intimidation. We will set additional rules and expectations as a class. Please note that if you are on cell phones or other electronic devices during class, this may affect your participation points.

Special Needs:

Students who have special needs that affect their participation in the course may notify the instructor if she/he wishes 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.

Course Topics/Weekly Schedule

****This is a tentative schedule and dates and content material are subject to change****

January 24, 2017

Review: Chapter 1

Topics: Class Introductions; Introductions to the course; Review syllabus & class expectations; review of NASW Code of Ethics; generalist model of social change & roles in change process

CSWE Competencies: 1, 6-9

January 26, 2017

Review: Chapter 1

Topics: Generalist practice with organizations and communities; understanding the role of social worker within agencies and within communities.

CSWE Competencies: 1, 6-9

January 31, 2017

Review: Chapter 2

Topics: Using micro skills with organizations and communities; review basic communication skills; understanding privilege, bias and power; generalist model for change

CSWE Competencies: 1, 2, 6-9

February 2, 2017

Review: Chapter 2

Harvard Implicit Bias Study

Topics: Using micro skills with organizations and communities; review basic communication skills; understanding privilege, bias and power; generalist model for change

CSWE Competencies: 1, 2, 6-9

February 7, 2017

Review: Chapter 3

Topics: Group skills for organizations and community change; leadership styles and strengths; informal and formal networks; teamwork & conflict management

CSWE Competencies: 1, 6, 7, and 8

February 9, 2017

Review: Chapter 3

Topics: Group skills for organizations and community change; leadership styles and strengths; informal and formal networks; teamwork & conflict management

CSWE Competencies: 1, 6, 7, and 8

EXPERIENCING SOCIAL CHANGE PART I: Critical analysis of current social issue: 35 points, due in the dropbox on February 10th by 5:00 PM
(CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9)

Students are asked to choose a current social issue and write a 3-4 page APA style paper that addresses the following questions:

- The Social Issue- Define and describe the issue. What macro population does it affect (relevant statistics and at least two credible sources are expected other than the Social Work Code of Ethics)? What is the scope of the issue (local, statewide, nationwide, and global)? (10 points)
- Critically analyze the issue and its impacts upon the macro population that you defined. (10 points)
- Discuss the possible roles of the generalist social worker in reference to this issue. (10 points)
- Describe how the role of the generalist social worker relates to the NASW Social Work Code of Ethics, in at least two ways (remember to cite this source). (10 points)
- Grammar, punctuation and sentence structure (5 points)
- Following APA format (5 points)

*You MAY NOT use a project/program created for a previous class** You MAY NOT use the support group you created for Dr. Amy Zlimen's course** THIS MUST BE NEW and ORIGINAL WORK!

February 14, 2017

Review: Chapter 4

Topics: Understanding organizations and organization analysis; conceptual frameworks of organizations & organizational behavior; organizational goals and mission

CSWE Competencies: 1 and 7

February 16, 2017

Review: Chapter 4

Topics: Understanding organizations and organization analysis; conceptual frameworks of organizations & organizational behavior; organizational goals and mission

CSWE Competencies: 1 and 7

February 21, 2017

Review: Chapter 5

Topic: Decision making for organizational change; planned change process for organizational change

CSWE Competencies: 1, 6-9

February 23, 2017

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Review: Chapter 5
Topics: Decision making for organizational change; planned change process for organizational change

CSWE Competencies: 1, 6-9

February 28, 2017

Review: Chapter 6
Topics: Implementing macro interventions: policy, project and programs; four systems to visualize change: macro client, change agent, target and action systems; the process for initiating and implementing macro level change; goals, objectives and action steps

CSWE Competencies: 1, 6, and 7

March 2, 2017

Review: Chapter 6
Topics: Implementing macro interventions: policy, project and programs; four systems to visualize change: macro client, change agent, target and action systems; the process for initiating and implementing macro level change; goals, objectives and action steps

CSWE Competencies: 1, 6, and 7

March 7, 2017

Review: Chapter 7
Topic: Understanding neighborhoods and communities; functions of communities; SWOT Diagrams

CSWE Competencies: 1, 2, 3, and 7

March 9, 2017

Review: Chapter 7
Topic: Understanding neighborhoods and communities; functions of communities; SWOT Diagrams

CSWE Competencies: 1, 2, 3, and 7

EXPERIENCING SOCIAL CHANGE PART II: Macro Change Proposal, 60 points, Due in Dropbox by 5:00 PM on March 10, 2017

(CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9)

Students are expected to use the research and analysis of a social problem completed in the last assignment and come up with an idea to address the social problem that was identified. The following questions should be addressed in a 6-8 page APA style paper:

Assessment:

- Redefine the social issue, the scope of the problem and the macro population affected. For this part, you may copy and paste the relevant information from your previous assignment if you like. The purpose of this explanation is to give

the background information to your paper (setting the context of the problem).
5 points

- Name and describe the change that you propose. Clarify whether your proposal is a policy, program or project. Explain how this change is expected to benefit a group(s) of vulnerable populations. 5 points
- Define the following: the change agent, action system and target group. Discuss who are the “stakeholders” and influential people you want to involve in the change process and why. 10 points
- Define and discuss the barriers to change. 10 points
- Define and discuss the resources available and needed resources for change. (personal traits, people, financial, environmental, political, client, etc). 10 points
- Define and discuss the potential costs and benefits of change (Are there personal costs? Agency costs? Political costs? Costs to the client? (Think broader than monetary costs when answering). 10 points
- Grammar, punctuation and sentence structure. 5 points
- Following APA format. 5 points

March 14, 2017

Topics: Logic Model- Students are expected to review the following document. It is recommended that you bring your own copy to class for reference.

<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Go to the bottom left of the webpage and look for the heading “[W.K. Kellogg Foundation Logic Model Development Guide](#).”

CSWE Competencies: 1, 2, 3, and 7

March 16, 2017

Review: Chapter 8

Topics: Macro practice in communities; Community building and capacity building

CSWE Competencies: 1, 2, 3, 6, and 8

March 28 and 30 2017 : No Class, Documentary Reflection Paper is due in the drop box by March 31, 5:00 PM.

REFLECTION PAPER: Students should watch the film, *#BlackLivesMatter*. This is found online through the UWSP Library, in the section entitled, *Films on Demand*.

Available at: <http://fod.infobase.com/PortalPlaylists.aspx?wID=102962&xtid=117844>

Students are to write a 2-3 page reflection paper. This is not an APA style paper. The paper should be double spaced with 1" margins and done in 12" Times New Roman font. Please respond to the following points:

- Inform on what you felt were the overarching themes in this film. (15 points)
- The film had an obvious slant, hypothesize about the opposing arguments. Remember that our job as social workers is to be able to work with people on both sides of social issues and find common ground. (15 points)
- Describe what you feel your personal role as a social worker is concerning this social issue. (15 points)
- Grammar, punctuation and sentence structure. (5 points)

CSWE Competencies: 1, 7, 8, and 9

April 4, 2017

Review: Chapter 9

Topics: Evaluating macro practice; evidence based decision making;
Implementation

CSWE Competencies: 1, 4, 5, 8, and 9

April 6, 2017

Review: Chapter 10

Topic: Advocacy and social action with populations-at-risk; Video: America
After Charleston (PBS); community building

CSWE Competencies: 1, 2, 3

April 11, 2017

Review: Chapter 10

Topic: Advocacy and social action with populations-at-risk; community building

CSWE Competencies: 1, 2, 3

ASSIGNMENT DUE: Experiencing Social Change Part III, Macro Change Proposal, 80 points, due in the dropbox by April 12, 5:00 PM

For this assignment, students will continue to bring their project proposal through the planning, implementation and evaluation phases. This and APA style paper and should be 4-6 pages in length. The following should be addressed:

(CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9)

Planning and Implementation:

- Restate your planned change idea and its purpose. You may cut and paste from other papers previously submitted from this class for this section. 5 points
- Name and discuss the assets available. 5 points
- Discuss two ways you will gain support for your idea. 10 points
- List two SMART goals. 10 points

- List three action steps for each SMART goal. 10 points
- Discuss how you will neutralize opposition for your idea. 5 points

Logic Model, Monitoring and Evaluation

- Include a logic model for your idea. 20 points
- Define and discuss at least one way that you will evaluate the success of your change idea. You should refer to Chapter 9, where multiple models of evaluation are discussed. You may want to refer to your logic model. Discuss what will be different. 10 points
- Discuss how this change will contribute to the social work field. 5 points

April 13, 2017

Topics: Review Race and Privilege

Documentary: Color of Fear

Experiencing Social Change Part IV: Presentations: April 18, 20, 25, 27 and May 2

Students will be asked to present their change proposal to the class. (50 points)

Length of Presentation: 10-15 minutes

Presentation Style: PowerPoint or other media

(CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9)

1. What is your project? (Part I of the Experiencing Social Change, 5 points)
 - a. What is the title?
 - b. What is the purpose of the project?
2. Review the stages of social change (Part II of the Experiencing Social Change, 10 points)
 - a. Review the stages of social change and what needs to happen in your project at each stage
3. Review the inputs, projects, outputs and outcomes (Part III of the Experiencing Social Change. 5 points)
 - a. Essentially, present your Logic Model and explain the content in each area of the model
4. Review the Evaluation of your Project (Part IV of the Experiencing Social Change, 5 points)
 - a. How will you evaluate your project? How will you know if it is a success?
5. Closing (5 points)
 - a. What is important about your project? What does it do to better lives, communities and the overall human condition?

6. Presentation style (20 points)
 - a. Presenter adheres to the time frame given for the presentation.
 - b. Presenter's ability to engage the audience
 - c. Presenter's use of media/and presenter provided an electronic copy of the presentation in the drop box prior to class.
 - d. Presenter's ability to clearly convey the change proposal (rate of speech, clarity in words, etc).

April 18, 2017

Experiencing Social Change Project: Presentations

CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9

Presenters: Morgan LeNoble, Kelsey Koch, Pauline Hewitt, Cindy Yang

April 20, 2017

Experiencing Social Change Project: Presentations

CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9

Presenters: Caitlyn Nickel, Michael Topping, Samantha Xiong, Corben Samuelson,
Olivia Petrie

April 25, 2017

Experiencing Social Change Project: Presentations

CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9

Presenters: Cierra Johnson, Kallie Archer, Moriah Boggs, TouXue Moua, Jasmine Ostrowski

April 27, 2017

Experiencing Social Change Project: Presentations

CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9

Presenters: Lindsey Wigand, Erin Fisher, Danielle Schmidt, Rachel Vittone, Daniel Sayas

May 2, 2017

Experiencing Social Change Project: Presentations

CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9

Presenters: Victoria Calderon, PeeLee Xiong, Robert Her, Luke Laufenberg

May 4, 2017

Review: Final exam distributed to class

Topics: Discuss final exam, class presentations (if necessary).

May 9, 2017

Review: Chapter 14

Topics: Stress and time management; compassion fatigue and self-care; NASW Code of Ethics review

May 12, 2017

Review: Chapter 14

Topics: Stress and time management; compassion fatigue and self-care; NASW
Code of Ethics review

Tuesday, May 16, 2017, 10:15 AM-12:15 PM Final exam