

**Resources for Building Curriculum Language for Macro Practice Based on MSW/ ACOSA Competencies
 Knowledge, Values, Judgments and Skills for Effective, Ethical Social Work Practice
 in work with Communities and Organizations and in Planning and Policy Practice**

Items 1-5 focus on Competencies for Social Administration; items 6-10 focus on Competencies for Community Organization.

Competencies¹	Knowledge, Values, and Judgment	Practice Behaviors² (Assessments made depending upon each educational program's goals and focus.) Social Workers in Macro Practice Demonstrate Ethical Judgment and Skill in their ability to:
<u>1. Organize Services and Programs for Communities</u>	<p>Social Workers in Macro Practice Understand the Value Base for and know:</p> <ul style="list-style-type: none"> • The comparative use of different organizational structures to accomplish human services objectives (e.g., public institutions, community-based advocacy and service organizations, private organizations, public-private collaborations, cooperative services, etc.) to attain outcomes that improve the well-being of individuals, groups, families, and communities. • The origins, context, and auspices of public, nonprofit and private human services organizations as they seek to develop comprehensive community social and economic programs. • Legislation, policies, and regulations that create and monitor public and nonprofit organizations, along with knowledge regarding legislative change, policy advocacy, and public civic education to promote equality and human rights. • The range of public and private funding sources available for human services and community-based organizations and knowledge regarding proposal preparation and project financing. • The leadership knowledge necessary for program design and implementation, managing and directing, staffing, financial management and budgeting, and monitoring and evaluating human 	<ul style="list-style-type: none"> • Function effectively, within ethical boundaries, as a manager, leader or supervisor of a community-based public, non-profit or private social service and/or advocacy organization as demonstrated by . . . • Effectively carry out all the internal and external roles (e.g. Social Work Managers 16 competencies, 2010), needed by the organization to insure that the design, implementation and evaluation of programs and services improve the well-being of individuals, families and communities served by the organization as demonstrated by . . . • Identify resource options (financial, technical, training, etc.), and initiate the development of proposals that might secure such resources for service, advocacy or programming as demonstrated by . . .

	services and community based organizations.	
<u>2. Plan, Monitor, and Evaluate Inclusive Human Services Programs</u>	<ul style="list-style-type: none"> • The need for critical assessment and use of diverse sources of knowledge to prevent and diminish social, economic and environmental problems and to promote social and economic progress and flourishing communities. • The range of fact-finding and assessment tools and methods available to map assets and barriers to optimum emotional, social and economic functioning of people. • The need for clear mission and goal statements, consensus on desired outcomes, measurable evaluation criteria, and structures for monitoring progress in human service delivery and community program implementation. • The broad range of quantitative and qualitative research methods available, including participatory research and self-evaluation, for evaluating human programs and services. • The role that political environments, economic conditions, and cultural/racial/gender intolerance play in influencing social services, community program planning, and research activities, along with strategies to influence planning and research that embrace diversity and gender equality. 	<ul style="list-style-type: none"> • Critically assess the range of information based on research, evidence, and practice strategies that will be incorporated in planning for programs and services to improve human well-being as demonstrated by . . . • Assess the interests of different identity groups that need to be considered (e.g. age, class, color, culture, disability, ethnicity, gender, gender identity, immigration status, political ideology, race, religion, sex, and sexual orientation), and will be incorporated in planning for programs and services to improve human well-being as demonstrated by . . . • Help community and organizational members focus on clear statements of mission, goals, outcomes, strategies and measurable evaluation criteria when planning programs and services as demonstrated by . . . • Facilitate communication between public social service organizations and NGOs/CBO's so that mutual respect and effective working relationships exist in the efforts to improve well-being as demonstrated by . . . • Define paths for organizational development that incorporate inclusive structures and programs and take a leadership role, (at times requiring considerable courage), to promote human rights and social justice as demonstrated by . . .
<u>3. Engage in Collaborative Strategies among Nonprofit,</u>	<ul style="list-style-type: none"> • Social work's value base and its congruence with various strategies for improving social, economic and environmental well-being through building relationships based in equality, opportunity, advocacy, mutuality, humility, and community. 	<ul style="list-style-type: none"> • Provide leadership, management and facilitation in bringing together uncommon collaborations to respond to critical community needs as demonstrated by . . .

<u>Public, and Private Organizations</u>	<ul style="list-style-type: none"> • The forces that prevent progressive problem solutions and the need for broad collaborative efforts to launch campaigns for policy and program changes. • The factors and conditions that facilitate the coming together of different organizations for a common purpose that will improve social, economic and environmental well-being. • The range of networking, facilitative, and technical knowledge needed for collaborative efforts (e.g. task group facilitation, decision making, team building, conflict management, culture/racial/gender sensitive organizational structures, ethical audits, electronic and standard communication, dialogue and mediation, etc.). • The knowledge needed to connect service consumers and community members with any organizational collaborative using empowerment principles. 	<ul style="list-style-type: none"> • Demonstrate advocacy, mutuality and humility in reaching out for expert knowledge in fields outside one's expertise (e.g. economists, biologists, cultural experts, group trainers, media experts, etc.) and outside one's own experience (e.g. grassroots community leaders, local artists, farmers, musicians, etc.), in order to plan effective organizational strategies that will improve the well-being of families and communities as demonstrated by . . . • Foster and strengthen civil society organizations and facilitate their connections with public and foundation efforts to improve well-being as demonstrated by . . . • Ensure that the community voices most often missing from program and policy formulation will be heard in the development of collaborative strategies for problem solving as demonstrated by . . .
<u>4. Engage in Organizational Development</u>	<ul style="list-style-type: none"> • The roles of public, nonprofit, proprietary and service organizations in providing social services and community programs to people, especially the history of their effectiveness in the local community. • Organizational and systems theories and their use in organizational assessment and organizational development. • The range of leadership and management knowledge necessary to facilitate the effective functioning of social services and community-based organizations. • The role of mission, goals, auspices, structure, 	<ul style="list-style-type: none"> • Effectively assess the functioning of the public, nonprofit, or private social services organization one leads or manages for improved performance as demonstrated by . . . • Develop an organizational culture that values ethical judgments as demonstrated by . . . • Promote and support an organizational culture that highly values effective intervention outcomes, social justice, human rights, integrity, self determination on the part of community members being served, and competence on the part of every employee and volunteer as demonstrated by . . .

	<p>human and material resources, formal and informal culture, and outcomes in assessing the effective functioning of organizations.</p> <ul style="list-style-type: none"> • The application of social work values, especially competence and integrity for employees, and social justice, human rights, and self determination in providing services and promoting advocacy. 	<ul style="list-style-type: none"> • Arrange for the training and structural changes in the organization that help employees and volunteers contribute to a positive organizational culture (e.g. inclusive, diverse, efficient), and effective community intervention strategies (e.g. with measurable, progressive outcomes that respond to the needs of people by improving their social, economic, political and/or environmental well-being), as demonstrated by . . .
<p><u>5. Engage with Organizations and Communities to apply Change Strategies for Social Justice and Human Rights</u></p>	<ul style="list-style-type: none"> • The basic human rights documents, conventions and covenant accepted by the international community that serve as guides to working toward improved social, economic and environmental well-being (Available on IFSW Web site). • The value of participatory and transparent processes for identifying issues, defining strategies, organizing campaigns for change, and evaluating outcomes. • The political process and how to assess the political climate for engaging in organizational and community change. • Methods for analyzing and engaging the key actors and institutions necessary for providing leadership and support in an organizational or community change process. • Practice principles that will increase empowerment among organizations and community members who have been most excluded from decision making and policy making circles. 	<ul style="list-style-type: none"> • Engage with and support the empowerment of community members who have the least power and are often the most vulnerable in terms of having access to community resources, opportunities, and decision making forums as demonstrated by . . . • Engage with and support progressive policies and policy makers who will shape the use of resources and budgets for improving community well-being as demonstrated by . . . • Engage with and support community leaders (e.g. educational, religious, financial, economic and media) who can influence the direction of policies toward improved social, economic, political and environmental well-being for all community members as demonstrated by . . . • Advocate for the most inclusive strategies that will help all community members reach their full potential as demonstrated by . . . • Diminish structural and cultural barriers that discriminate against people because of age, race, class, color, disability, ethnicity, gender, religion, political ideology, immigration status and sexual orientation as demonstrated by . . .

<u>6. Organize Community Groups</u>	<ul style="list-style-type: none"> • The comparative characteristics of different models for organizing communities (e.g. Brown 2006; Burghardt 2010; Gamble & Weil 2010; Ohmer & DeMasi 2009; Rothman 2008; Smock 2004; etc.), especially the potential for these models to empower communities, promote participation and advocate for improved social, economic and environmental well-being. • Appropriate, effective, and ethical professional roles in working with community groups and organizations. • The use and value of the dimensions of diversity (class, gender identity, race, culture, age, sex, religion, sexual preference, disability, immigration status, etc.) when facilitating the development of community groups. • The functions of conflict, the value of difference, and the use of mediation and dialogue when working with community groups and coalitions. • The use of directed analytical discussion, information linking techniques, democratic decision making methods, and participatory education to strengthen the capacities of community groups and coalitions. 	<ul style="list-style-type: none"> • Engage with community groups using empathy and humility, and by carefully listening for local perspectives, culturally appropriate interpersonal communication, and indigenous analysis of problem solution barriers and power resources as demonstrated by . . . • Use the roles of facilitator, organizer, educator, coach, trainer and bridge builder to help members of a community come together to focus on a problem or condition they have identified and wish to solve or change as demonstrated by . . . • Teach decision-making techniques that are grounded in democratic principles and inclusive of differences as demonstrated by . . . • Mediate, and teach mediating techniques for use by community members, as disagreements arise in the deliberations of the organization, helping members to channel animosity into positive energy toward problem solutions, as demonstrated by . . . • Facilitate directed analytical discussion and dialogue in helping community members discover the root causes of problems and conditions they wish to change as demonstrated by . . .
<u>7. Plan, Monitor, and Evaluate Community Development Strategies</u>	<ul style="list-style-type: none"> • The need for critical assessment and use of diverse sources of evidence informed knowledge to facilitate effective development of social, economic and environmental problems. • The value of “expert knowledge” that community 	<ul style="list-style-type: none"> • Help community members make their own connections with information and people, at multiple levels (horizontal and vertical), who have particular knowledge about the problem or condition they wish to change as demonstrated by. . .

	<p>members bring to the planning processes, and the participatory methods to be able to identify, access and promote local and indigenous knowledge.</p> <ul style="list-style-type: none"> • The ways to facilitate consensus building and effective decision making so that clear mission, goals, and evaluation statements can be established in community groups and coalitions. • The value of information exchange and peer learning in helping community groups network with like-minded organizations. • The role that political environments, economic conditions, and cultural/racial/gender intolerance play in influencing community planning and priority-setting activities and methods to promote multicultural learning, inter-group relations, and community collaborations. 	<ul style="list-style-type: none"> • Respect, access and promote the wealth of knowledge extant within the community and available from people who have lived with the problem or condition as demonstrated by . . . • Help community members analyze the depth of the political, economic, and cultural influences, and embedded racial and gender intolerance (both historical and present day), so they can better interpret existing structural barriers AND structural supports when planning strategies to solve problems as demonstrated by . . . • Facilitate the work of community members as they outline clear goals, process and outcome objectives, and strategies so that evaluation becomes an easy and integral part of their planning process as demonstrated by . . . • Facilitate discussions with grassroots leaders that can uncover opportunities for collaborative, entrepreneurial social, economic, and environmental development projects as demonstrated by . . .
<p><u>8. Engage in Collaborative Strategies among Identity and Interest Groups</u></p>	<ul style="list-style-type: none"> • How to map the depth, breadth, and diversity of community groups, and facilitate the collaboration with groups that have similar goals and outcome objectives. • Facilitate decision-making, problem solving and priority setting in a range of groups from small task groups to large community coalitions. • The importance of celebrations, marking of milestones, and recognition of hard work in all community wide efforts. 	<ul style="list-style-type: none"> • Help community members bridge their interests and concerns with other community groups in collaborative efforts, thereby strengthening their vertical social capital, demonstrated by . . . • Engage in training that strengthens the capacity of community leadership to make decisions, set priorities, discover and create resources, and build strong, inclusive organizations as demonstrated by . . . • Facilitate the opportunity for community group members to train likeminded members of

	<ul style="list-style-type: none"> • The value and importance of peer learning in community-wide collaborative efforts for social change. • Methods for strengthening leadership and organizational capacity in grassroots groups. 	<p>neighboring groups, and groups across regions, states and countries as demonstrated by . . .</p> <ul style="list-style-type: none"> • Help community members keep a sense of balance, humor and humility in their work toward community change in order to preserve families and prevent burnout as demonstrated by . . . • Help organizational members plan celebrations that mark milestones of success for their group and community as demonstrated by . . .
<p><u>9. Engage with Communities in promoting integrated Social, Economic, and Sustainable Development</u></p>	<ul style="list-style-type: none"> • The range of human development indicators, including those developed by the United Nations Development Program, and specific community sustainable development indicators now available in many communities to measure social, economic, political, and environmental well-being. • The linkages between effective family functioning and strong, integrated community institutions for improving the general social, economic and environmental well-being of people in a community. • The range of resources necessary in any community for effective human development (e.g. education, health promotion, housing, leisure and spiritual resources, along with work opportunities, transportation, and protection from violence, natural disasters, and environmental decline, etc.). • The conditions, especially those related to gender bias and racial prejudice that make these resources inaccessible for some community members, and knowledge of methods to promote inclusion. • The broad range of social and economic programs employed in the developing world (e.g. micro enterprise, community banking models, social 	<ul style="list-style-type: none"> • Identify and share with community members' tools for measuring human well-being (e.g. Maureen Hart, http://www.sustainablemeasures.com/; UNDP Human Development Report, http://hdr.undp.org/en/; etc.), while helping local groups identify their own priorities to measure community social, economic, political and environmental well-being as demonstrated by . . . • Identify supportive community organizations that contribute to measurable individual, family and community well-being and target them for positive media publicity and organized celebration as demonstrated by . . . • Identify the most oppressive elements of gender, racial, and economic bias to be examined and targeted as community-wide barriers to improve social, economic, political and environmental well-being as demonstrated by . . . • Identify and support methods to decrease violence in any form in the community as demonstrated by . . . • Identify and share with community members any social, economic and environmental programs

	<p>enterprise, cooperative and solidarity production models) that can be adapted for local communities anywhere, including in the United States.</p>	<p>employed across regions and across the world that have been employed to solve problems similar to theirs and demonstrate successful indicators as demonstrated by . . .</p>
<p><u>10. Apply Policy Practice Principles Necessary for Improving Social, Economic and Environmental Well-being</u></p>	<ul style="list-style-type: none"> • The significance of advocacy and empowerment in the history of social work practice, and knowledge of historical role models for this work. • The functioning of human services policy making arenas including organizations, municipalities, county governments, state legislatures, the Congress, executive branches and the courts, and how to access them. • Knowledge and judgment involved in negotiation, mediation, and reframing in working for organizational and community change. • Knowledge and judgment needed to develop effective public communication and lobbying efforts, especially the use of electronic technology for accessing and disseminating information generated from policy analysis. • Social work organizations and coalitions engaged in effective policy change at local, national, regional and international levels. 	<ul style="list-style-type: none"> • Facilitate organized lobbying efforts to improve the support of institutions and community organizations that contribute to the well-being of individuals, families and communities, especially those working with the most vulnerable populations as demonstrated by . . . • Write and speak (or sing, dance, paint, write plays, make videos, blog, etc.) on behalf of policies that improve the social, economic, political, and environmental conditions of individuals, families, and communities as demonstrated by . . . • Engage in education, negotiation and mediation to influence policies that support the well-being of individuals, families, and communities, demonstrated by . . . • Join and support social work and related organizations that ethically and effectively work for the improved well-being of individuals, families and communities, especially those that work toward gender equality, diminish poverty, celebrate diversity, and protect and restore environmental resources as demonstrated by . . .

¹ Dorothy N. Gamble, adapted from “Core Knowledge Areas for Work in Community Organization and Social Administration”, in Weil, M., Gamble, D. N., and MacGuire, E. (2010). *Community Practice Skills Workbook: Local to Global Perspectives* (110-118). NY: Columbia University Press.

² Developed by Dorothy N. Gamble, in collaboration with University of Pittsburgh School of Social Work; members of The Association for Community Organization and Social Administration (ACOSA); and Macro Faculty at the Portland, Oregon APM of CSWE, 10-15-10.

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