

**University of Maine
School of Social Work**

SWK 463- Practice in Generalist Social Work III

Fall, 2000

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Monday 9:00 - 11:30 A.M.
Classroom: 104
Office: Room 107

COURSE PURPOSE:

This is the third course in the practice methods sequence. Macro-practice is studied from a generalist perspective, utilizing a problem-solving process for selecting and implementing multi-method, multi-level intervention strategies. The focus of the course is on understanding the means whereby change can be effected in social agencies, institutions, communities and government. The course explores the theory and practice of purposive social change in the social environment and the social work roles of advocate, resource mobilizer, program planner and organizer. The emphasis is on utilizing integrated social work practice to empower oppressed groups. Methods for evaluating the effectiveness of social change activities are applied to case studies and to the student's own assessment and intervention projects.

COURSE OBJECTIVES:

The student is expected to develop:

- knowledge related to human diversity, human oppression and social justice in social work interventions with organizations and communities with particular attention to empowerment of women and racial and ethnic minorities
- knowledge of human behavior and the social environment and its application to social work practice with larger systems
- knowledge of the characteristics of communities and appropriate community interventions
- knowledge of political, cultural and social forces and their impact on the social environment
- sensitivity and responsiveness to the values and ethical dilemmas of purposive social change efforts
- awareness of task group processes and self-awareness of one's role and functioning in relation to small groups.
- the ability to apply knowledge of self and of group process effectively in order to utilize social action task groups as vehicles for intervention
- competence in selection of appropriate intervention strategies for organizational, community and social change
- ability to perform the research, planning and evaluation tasks associated with the selected intervention strategy.
- ability to be effective in both oral and written communication
- familiarity and facility with the use of the Internet
- the ability to use analytical skills to carry out a critique of the readings

COURSE TEXTBOOK (REQUIRED)

Lee, Bill (1999) Pragmatics of Community Organization (3rd Ed.). Toronto: Common Act Press

SUPPLEMENTARY REQUIRED READINGS (ON RESERVE AT FOGLER LIBRARY (SWK463 COURSEPAK MAY BE ORDERED THE FIRST WEEK OF CLASS))

See Attached Required Reading List

ASSIGNMENT OBJECTIVES:

The assignments are designed to provide students with the opportunity to develop:

- self-awareness and competence in group problem-solving and task management
- skill in empowerment at the small group level, utilizing models which celebrate diversity
- proficiency in utilizing models for planning and evaluation
- skill in selection of appropriate intervention strategies for communities and organizations
- practice in performing selected community assessment and planning tasks
- practice in developing information technology skills as mechanisms of empowerment

Throughout the semester students will meet in small groups and carry out case analysis using the model of macro practice from the required textbook and the case material supplied by the instructor. Activities that further enhance the student's knowledge and skill in community assessment and planning will be carried out through the task groups.

The task group experience is an important element of this practice experience. Reflection on the group's process and on each member's participation in group life will provide opportunities for enhancing task group skills. Readings from the class and class discussions will raise key issues regarding the functioning of task groups, supplementing and adding new perspectives to the group knowledge and skill acquired in the earlier practice methods course. In this class, students must apply that knowledge base reflectively, at a deeper level of analysis, and as a topic for ongoing discussion within each group, exploring techniques and skills which enable diversity to enhance group life and advance social change agendas.

CLASS REQUIREMENTS

The requirements of the course are:

- completion of assigned readings and submission of one discussion question for each assigned reading each week.
- regular attendance and active participation in class. If there are occasions when the student will not be able to attend class because of illness or other personal problems, it would be appropriate for the student to notify the instructor
- completion of various task group activities designed to facilitate the integration of theory and practice in macro social work to be completed as part of a group with other students and to comprise part of the class participation mark
- submission of papers that show evidence of
 - ❑ systematic analysis (applying theory and research regarding purposive social change)
 - ❑ being well organized with proper respect for the rules of grammar, spelling and punctuation
 - ❑ the use of double spacing using APA format. **Assignments require a reference list in A.P.A. format. A full copy of the APA style manual is in the Fogler Library. Summaries of A.P.A format are also available on the Internet at <http://www.psych-web.com/resource/apacrib.htm>**
 - ❑ the use of non-sexist language and attempts to eliminate bias from your writing (See BASW Program Guide for NASW Guidelines)
 - ❑ the use of word processing programs for written work
- All papers must be submitted by 5:00 p.m. on the date due to the School of Social Work. Extensions will only be considered when the request for an extension is submitted to the instructor in writing accompanied by appropriate medical documentation. Late assignments, without prior approval of extension, will have 2 marks per day deducted from the final grade.
- Assignment dates and the schedule for required readings as detailed in this syllabus are subject to change at the discretion of the instructor. Any changes will be based on the instructor's judgment of how best to insure the progress of the class in meeting the course objectives. The criteria for grading will not be changed.

ACCOMMODATION OF DISABILITIES

Any student who, because of a disability, may need special arrangements or accommodation to meet the requirements of this course should arrange for the required documentation to be sent to the instructor at the beginning of the semester. Once the documentation is received, the instructor and the student can discuss how best to meet the needs of the student as soon as possible in the semester.

REQUEST FOR INCOMPLETE

A request for an incomplete grade will be considered if the student is experiencing serious illness or other life stresses that interfere significantly with meeting course requirements and he or she has completed at least two thirds of that course work satisfactorily.

INSTRUCTOR: *Judith Dunlop*

REQUIRED TEXT: Lee, B. (1999) Pragmatics of Community Organization (3rd ed.). Toronto: Common Act Press.

SUPPLEMENTARY READINGS (ON RESERVE) or (SW463 COURSEPAK)

Bradshaw, C., Soifer, S., & Gutierrez, L. (1994). Toward a hybrid model for effective organizing in communities of color. Journal of Community Practice, 1(1), 25-41.

Checkoway, B. (1997). Core concepts for community change. Journal of Community Practice, 4(1), 11-29.

Chinn, P. L. (1995). Peace & power. Building communities for the future (4th ed.). Boston: Jones and Bartlett Publishers.

Dunlop, J., & Holosko, M. (1994). Community social work practice: Health promotion in action. In M. Holosko & P. Taylor (Eds.), Social work practice in health care settings (pp. 626-636). Toronto: Canadian Scholars Press.

Finn, J. L., & Checkoway, B. (1998). Young people as competent community builders: A challenge to social work. Social Work, 43(4), 335-344.

Garvin, C. D. and F. M. Cox (1987). A history of community organizing since the civil war with special reference to oppressed communities. Macro practice. Strategies of community organization. F. M. Cox, J. L. Erlich., J.Rothman and J.Tropman. Itasca, Illinois, F.E. Peacock Publishers, Inc.: 26-63.

Mullally, B. (1997). Oppression: The focus of structural social work. In Structural social work. Ideology, theory and practice (pp. 138-159). Toronto: Oxford University Press.

Netting, E. L., Kettner, P. M., & McMurtry, S. L. (1998). Social work macro practice (2nd ed.). New York: Longman.

Richan, W. (1996). Using the mass media. In Lobbying for social change (pp. 279-319).
New York: The Haworth Press.

Soriano, F. I. (1995). Planning a Needs Assessment. Conducting Needs Assessments. A
multi-disciplinary approach. London, Sage Publications, Inc: 1-14.

Toseland, R., W. and R. G. Rivas (1987). Working with task groups: The middle phase.
Macro Practice. Strategies of Community Organization. F. Cox, J. Erlich, J. Rothman and J.
Tropman. Itasca, Illinois, F.E. Peacock Publishers, Inc: 114-142.

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WEEKLY OUTLINE

Sept 11

WELCOME AND INTRODUCTIONS

Review of Syllabus

Orientation to the Course

Guest Speaker: Don Pilcher, Maine NASW-PACE

Sept 18

CONTEXT OF COMMUNITY PRACTICE

Chapters 1 and 2 – Lee (1999)

ASSIGNMENT # 1 DUE

Sept 25

Garvin & Cox (1987)

Mullaly, (1997)

Oct.2

ROLES AND SKILLS IN COMMUNITY WORK

Chapter 3 – Lee (1999)

Dunlop & Holosko (1994)

Oct. 9

FALL BREAK

- Oct 16 **PHASES OF COMMUNITY ORGANIZATION**
Chapter 4 & 5 – Lee (1999)
Toseland and Rivas (1987)
ASSIGNMENT # 2 DUE
- Oct.23 **ANALYSIS OF NEED**
Chapter 6 – Lee (1999)
Soriano (1995)
Chinn, (1999)
- Oct. 30 **DEVELOPING AN INTERVENTION STRATEGY**

Netting, Kettner, McMurtry
Chapter 9 (TASKS 1-12)
- Nov 6 **DEVELOPING AN INTERVENTION STRATEGY**
Netting, Kettner, McMurtry
Chapter 9 (TASKS 13-25)
- Nov 13th **ASSIGNMENT # 3 DUE**
ORGANIZATIONAL DEVELOPMENT
Chapter 7 – Lee (1999)
Richan (1996)
- Nov 20th **ACTION WITH OPPRESSED GROUPS**

Chapter 8 – Lee (1999)

Bradshaw, Soifer, Gutierrez (1994)

Finn & Checkoway (1998)
- Nov 27th **COMMUNITY CONCEPTS**
Chapter 10 (Lee, 1999)
Checkoway (1997)

December 4th

CLASS PRESENTATIONS

December 11th

ASSIGNMENT # 4 DUE

FINAL CLASS

CLASS PRESENTATIONS

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ASSIGNMENT # 1 – INTERNET EXERCISE

ASSIGNMENT # 1: 5% OF FINAL MARK
DUE: SEPTEMBER 18TH, 2000

This exercise will help you to begin to work with different types of information technology. The ability to use the World Wide Web is important to social workers as it makes it possible for us to access information, maintain contact with people and organize virtual communities. If you are not familiar with using email or a web browser, you can work together in the computer lab and call the help center to assist you with this assignment.

The assignment is comprised of three steps:

- **E-Mail:** Go to the computer center and get your email address set up on First Class or UNET. Once you have your email set up, send me a message at the following address at jdunlop@maine.edu

- **FIRST Class Conference:** Go the SWK 463 First Class Conference and post a message to the class.

- **World Wide Web:** Using Netscape or Internet Explorer or some other web browser, find the following information on the Web. Send me the web address (URL) where you found the information to my email at jdunlop@maine.edu
 - A site that announces the date and time of a town or city council meeting in Maine.
 - The site for summaries of APA style that are available on the Internet

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ASSIGNMENT # 2

ASSIGNMENT # 2 - ANALYZING DECISION-MAKING PROCESSES

LENGTH OF PAPER: 3-4 PAGES

ASSIGNMENT #2: 15 % OF FINAL GRADE

DUE: OCTOBER 16TH, 2000

Attend a city/town council or other public meeting if possible in your own community. If you are not able to attend a meeting in person, use the TV and find a council meeting or committee hearing on C-SPAN OR CABLE TV. Students usually find it helpful to attend together and you might wish to find a public meeting that you can attend together in Orono, Old Town or Bangor.

IDENTIFY THE MEETING, DATE AND TIME OF YOUR OBSERVATIONS

IDENTIFY THE EASE OR DIFFICULTY YOU HAD IN FINDING THE MEETING PLACE.

DESCRIBE THE SIGNAGE THAT LED YOU TO MEETING ROOM

IDENTIFY ANY ACCESSIBILITY ISSUES RELEVANT TO THE MEETING SPACE

ANALYZE THE DECISION-MAKING PROCESS BY USING THE HEADINGS SHOWN BELOW:

- ✓ Describe the issue: (policy, plan or legislation) under discussion
- ✓ Identify the decision-makers and interest groups that are interested in the issue
- ✓ Identify supporters and opponents of the issue under discussion.
- ✓ Identify strategies used by at least one interest group to influence decision-makers or the public
- ✓ Describe your reactions to the strategies used by an individual or representative of an interest group to influence the decision-makers

(Adapted from an Assignment created by Donna Hardina, 1993)

SWK 463 – ASSIGNMENT #3

NEEDS ASSESSMENT

Length of paper: 6-8 pages (excluding references and appendices)

Assignment #3: 25% of final grade

Due: November 13th, 2000

Instructor: Judith Dunlop

USE THE POINTS BELOW AS THE HEADINGS FOR YOUR PAPER

- ❑ Conduct an analysis of community needs (community can include geographic area, client population, interest groups or agency resource networks). You may wish to use your field placement agency for this assignment but it is not required. Write a paper describing the information you have collected. Your paper should include the following information:
- ❑ What **target population** will be the focus of your need assessment?
- ❑ How many people comprise the target population and what are their characteristics?
- ❑ **Definition of the community** (what are the geographical boundaries of the community within which the target population lives)?
- ❑ What are the most **pressing problems** affecting the target population? Provide some documentation to support your assessment.
- ❑ **Identification of stakeholders** who have decision-making power and who could address the problems of the target population
- ❑ Identify whether there have been an **attempts to collaborate** or develop planning groups to address the needs of the target population.
- ❑ Identify the **programs and services** that exist within your boundary to meet the needs of the target population.

SWK 463 – FALL 2000
Assignment #4 -Planning for Social Change

Length Of Paper 8-10 Pages

Assignment # 4 – 40 % Of Final Grade

Due: December 11th, 2000

Instructor: Judith Dunlop

Macro social work practice several different types of social work skills. One of these skills involves social (services) planning. The social worker must be able to develop a plan for developing programs and co-ordinating the delivery of neighborhood services. In addition, the social worker must have organizational skills to secure resources, facilitate citizen participation, build support among agency staff and community residents and alter existing community power structures in order that the plan can be implemented.

This assignment involves:

- the development of a written program proposal for addressing the unmet needs and achieving the outcome recommended in Assignment # 3 The proposal should include a description of need and a plan (containing goals and objectives) to alleviate needs.
- at least one program goal should be specified that is related to meeting community needs.
- the plan should include both process and task related objectives as well as a time frame for achieving these objectives.
- Identification of community and agency resources that can be used to achieve these goals
- preparation of a program budget
- description of an evaluation mechanism that can be used to assess program outcome and relevance to community needs.

In an appendix to your proposal, identify possible funding sources and assess the likelihood that they would respond to your proposal. Also identify sources of community support for your proposal (other agencies, prominent community residents, politicians, government officials, consumer groups). (This information should be included in a “cover letter” to the funder).

(Adapted from an assignment created by Donna Hardina, 1993)