

UNIVERSITY OF WINDSOR
SCHOOL OF SOCIAL WORK

Generalist Social Work Practice with Communities– 47-437-03

Winter 2003

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Calendar Description:

This course applies the generalist social work practice model at the macro level. It focuses on planning, implementing, and evaluating interventions with communities and human service organizations. Special emphasis will be placed on addressing the needs and issues of diverse, at-risk and oppressed populations.

Course Purpose:

This course is a continuation of Generalist Practice I, II and III. It enables students to apply the generalist practice model in working with communities and organizations in order to improve the availability, accessibility and effectiveness of human services for diverse populations.

The student is expected to develop:

KNOWLEDGE OBJECTIVES:

- 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

VALUE OBJECTIVES:

- 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.

SKILL OBJECTIVES:

- 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

Course Format:

This course will utilise a variety of teaching methods, including lectures, large group discussion, assigned readings, audio-visual aids, guest lectures and small groups.

Course Website:

The Course Notes password for the on-line course materials for 47-437-03 will be given to students during the first week of classes. Students are encouraged to use this website to see announcements posted by the instructor and to obtain copies of the lecture notes for each course session, the syllabus, course assignments and reading lists. It would be advisable to check the announcement section of the on-line course notes before each class in case severe weather may cause the cancellation of classes.

Required Texts: (These textbooks are on reserve at Leddy Library and at the Bookstore)

Rubin, H. and Rubin, I. (2001). Community organizing and development.
Boston: Allyn and Bacon.

Tropman, J.E. (1997). Successful community leadership: A skills guide for volunteers and professionals. Washington DC: National Association of Social Workers

Other Required Readings (See Attachment #1 for a reading list)

Reading materials have been placed on Electronic Reserve and are also available on regular two hour course reserve at the Leddy Library. See information below on how to access Electronic Reserve

HOW TO ACCESS E-RESERVE PAGE FOR SW 47-437-03

- \$ Use the library online catalogue (Voyager) basic search and click on the “Course Reserve” tab
- \$ Search by Course: 47-437-03
- \$ Scroll down to the entry titled AELECTRONIC RESERVE MATERIALS and click through to the E-Reserve Page
- \$ Enter the password given during the first day of classes
- \$ View material by clicking on title in list

Weekly Topic Outline with Required Readings (Attachment #2)

Assignment # 1 – Community Analysis (Attachment #3)

Assignment # 2 - Planning for Social Change (Attachment # 4)

EVALUATION

Final grades will be calculated based on the following percentages.

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|----|----------------------------|--|
| 1) | CLASS PARTICIPATION | (Weekly Reading Cards/Group Forms)
20 % OF TOTAL MARK |
| 2) | ASSIGNMENT #1 | <u>DUE March 5th, 2003</u>
NEEDS ASSESSMENT
25 % OF TOTAL MARK |
| 3) | PROPOSAL OUTLINE | <i>Due, March 12th, 2003</i> |
| 4) | PROPOSAL MEETING | Week of March 17th to 21st |
| 5) | ASSIGNMENT #2 | <u>DUE, April 23rd, 2003</u>
INTERVENTION PROPOSAL
40 % OF TOTAL MARK |
| 6) | CLASS PRESENTATIONS | Weeks of March 17th to April 10th, 2003
15% OF TOTAL MARK |

Class Participation: (20%)

Students must participate in the group activities assigned in order to receive marks for this part of the course. Students will be expected to turn in a group participation form for each group activity. Students are expected to come to class regularly and to complete assigned readings prior to class. Students will submit a reading card weekly which contains one question for each of the readings assigned for that week. Reading cards must be 4x 6 inch cards that are lined. Reading cards should include the course number, your name and student number and one question for each of the assigned readings. Identify the title of the reading and add your question underneath the title.

CLASS REQUIREMENTS

The requirements of the course are:

- completion of assigned readings and submission of one reading card 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 Leddy**

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 National Association of Social Work Website for Guidelines)
 - ❑ the use of word processing programs for written work
- All papers must be submitted by 4:30 p.m. on the date due to the School of Social Work.

The schedule for required readings as detailed in this syllabus is 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 assignments and criteria for grading will not be changed.

ASSIGNMENTS (SEE ATTACHMENT 3 AND ATTACHMENT 4)

Students are responsible for keeping a duplicate copy of their assignment as insurance against loss or an unlikely accident. **No extensions will be given on assignments and all assignments not handed in on the required date, will have the mark reduced by one grade for each day (e.g. A to A-, A- to B+, etc.).** Late assignments will not be accepted after one week.

Exemption:

Students who have a serious illness or severe circumstances may submit a request in writing to the instructor to extend the deadline for their assignment. This written request must be accompanied by medical or other documentation that identifies the student's inability to complete the required work by the assigned time.

SPECIAL NEEDS STUDENTS

Students who are registered with the Special Needs Office must meet with the instructor during office hours during the first two weeks of classes and bring documentation of their registration with the special needs office in order that the instructor can give appropriate consideration to their identified learning needs.

GRADING GUIDELINES - FACULTY OF ARTS AND SOCIAL SCIENCES

Grade Ranges

A+	93-100	C+	67-69.99
A	87-92.99	C	63-66.99
A-	80-86.99	C-	60-62.99
B+	77-79.99	D+	57-59.99

B	73-76.99	D	53-56.99
B-	70-72.99	D-	50-52.99
		F	36-49.99
		F-	0- 35.99

STUDENTS SHOULD REVIEW THE ATTACHED PLAGIARISM AND EXAMINATION MAKE-UP POLICIES OF THE FACULTY OF ARTS AND SOCIAL SCIENCES.

STUDENTS ARE ENCOURAGED TO CONSULT WITH THE INSTRUCTOR ABOUT THEIR LEARNING NEEDS THROUGH EMAIL OR DURING OFFICE HOURS THROUGHOUT THE SEMESTER.

DR. DUNLOP'S OFFICE HOURS

**TUESDAY: 1:30 TO 2:30 P.M.
WEDNESDAY 11:30 TO 1:30 P.M.
THURSDAY 1:30 TO 2:30 P.M.**

OTHER TIMES BY APPOINTMENT ONLY

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or Social Work Secretary, Marlene Edmonds (3064)**

ATTACHMENT # 1

Generalist Social Work Practice with Communities– 47-437-03

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Required Textbooks (On Reserve at Leddy Library)

Rubin, H. and Rubin, I. (2001). Community organizing and development.
Boston: Allyn and Bacon.

Tropman, J.E. (1997). Successful community leadership: A skills guide for
volunteers and professionals. Washington DC: National Association of Social Workers

REQUIRED READINGS (ON REGULAR AND ELECTRONIC RESERVE AT LEDDY LIBRARY)

Bailey, D. and McNally-Koney (2000). Strategic alliances among health and
human services organizations: From affiliations to consolidations (pp. 28-48). Thousand
Oaks: Sage Publications

Dunlop, J.M. & Angell, G.B. (2001). Inside-Outside. Boundary spanning
challenges in building rural health coalitions. Professional Development. The
International Journal of Professional Education.

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.

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.

Harbert, A.S., Finnegan, D., Tyler, N. (1997). Collaboration: A study of a
children's initiative. Administration in Social Work 21 (3/4), p. 83-107.

Hassett, S. and Austin, M.J. (1997). Service integration: Something old and something new. Administration in Social Work, 21 (3/4), p. 9-29

Hardina, D. and Malott, O.W. (1996). Barriers to consumer empowerment: Implications for Health and Social Services Planning in Ontario. Canadian Review of Social Policy (37)

Karger, H.J. and Fisher, R. (1998). Community Practice and Historical Research. In R. M.H. McNair (Ed.) Research Strategies for Community Practice (pp. 5-15).

Kettner, P., R. Moroney, et al. (1999). Understanding Social Problems. Designing and managing programs. An effectiveness approach. London, Sage Publications: 21-32.

Lee, B. McGrath, S., Moffatt, K. & George, U. Exploring the insider role in community practice with diverse communities. Critical Social Work 2, (2).

Lotz, J. (1997). The beginning of community development in English speaking Canada. In B. Wharf and M. Clague. Community Organizing Canadian Experiences (pp. 15-28).

Netting, F.E., Kettner, P.M. and McMurtry, S.L. (1998). Developing an intervention strategy. In Social Work Macro Practice (2nd ed). P. 283-219

Richan, W. (1996b). 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.

Watt, S., Higgins & Kendrick, A. (2000). Community participation in the development of services: A move toward community empowerment. Community Development Journal, 35 (2).

ATTACHMENT # 2

47-437 -03 Generalist Social Work Practice with Communities

Dr. Judith Dunlop,
Winter 2003

Weekly Outline

Date	Reading Required
Jan.8 th	Introductions Review of Syllabus Film: Saul Alinsky
TOPIC HEADING: HISTORY OF COMMUNITY ORGANIZING	
Jan.15	Rubin, Chapter 2 Garvin and Cox Film: Women of Hull House
Jan.22	Rubin, Chapter 3 Lotz Film: Moses Coady
TOPIC HEADING: SOCIAL PLANNING	
Jan.29	Kettner, Moroney Netting, Kettner, and McMurtry Soriano, Rubin, Chapter 5 and 16
Feb.5	Hassett Dunlop and Angell Rubin, Chapter 6 and 8 Bailey & McNally-Koney
TOPIC HEADING: SOCIAL ACTION	
Feb.12	Rubin, Chapters 7 and 13 Karger and Fisher Hardina and Mallott Harbert & Finnegan

TOPIC HEADING: LOCALITY DEVELOPMENT

Feb. 19th Dunlop, & Holosko
Watt, Higgins, Kendrick
Lee, McGrath & Moffatt
Rubin, Chapter 4

Feb. 24th to 28th STUDY WEEK

TOPIC HEADING: PARTICIPATORY MEETINGS

March 5th ASSIGNMENT # 1 – DUE TODAY
Rubin, Chapter 10
Toseland and Rivas
Tropman, Chapters 1 and 2

March 12th PROPOSAL OUTLINE – DUE TODAY
Tropman, remaining chapters

TOPIC HEADING CLASS PRESENTATIONS

March 19th Class Presentations

March 26th Class Presentations

April 2nd, Class Presentations

April 9th Class Presentations

April 23rd EXAM SLOT 28
FINAL ASSIGNMENT # 2 – DUE TODAY

ATTACHMENT # 3

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ASSIGNMENT 1 - COMMUNITY ANALYSIS

Conduct an analysis of community needs . Write a paper describing the information you have collected. Your paper should include the following information:

Definition of the community your field placement agency serves (location: geographic boundaries, target population)

Statistical data (economic, demographic, education and other indicators of community needs)

Geographic information: (important geographical features and community institutions)

Identification of community problems

Identification of stakeholders who can address community problems and their sources of power

Actions that your agency, other community agencies, institutions and local government are taking to address these problems.

Identify service gaps or unmet community needs

Identify service networks and/or alliances among agencies and consumer groups

Use the data you have collected to justify your recommendation for a social change intervention in this community.

Length of paper: 7-10 pages (Appendices will not count in the 7-10 pages)

Assignment #1 : 25% of Final Grade

Due: MARCH 5TH, 2003

Adapted from an Assignment created by Donna Hardina (1993)

ATTACHMENT # 4

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ASSIGNMENT 2- PLANNING FOR SOCIAL CHANGE

Community organization and/or development involves 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 human 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 (See attached proposal outline) for addressing the unmet needs and achieving the outcome recommended in Assignment #1. 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, ministry officials, consumer groups. (This information should be included in a “cover letter” to the funder.

Length 7-10 pages (Appendices will not be counted in the 7-10 page limit)

Assignment # 2: 40% of final grade

Due: APRIL 23rd, 2003

Adapted from an assignment created by Donna Hardina (1993)

