

MINNESOTA STATE UNIVERSITY MOORHEAD
Department of Social Work
SW 450 -- Generalist Practice with Communities and Organizations
Section B Spring 2004

Instructor Information	Course Information
Instructor: Amy Phillips	Class schedule: T/Th, 2:00-3:15
Office Phone: 477-2724	Meeting place: Lommen 79
Campus e-mail: ap@mnstate.edu	Credits: 3
Office Location & Hours: Lommen 83A M 10-1; T 10-12; T 3:30-4:30; Th 10-12	Course Schedule: January 13-May 4

Mission Statement of the MSUM Social Work Department

The Minnesota State University Moorhead Social Work program prepares competent and effective professionals for entry-level generalist social work practice. The MSUM Social Work program also provides leadership in developing service delivery systems and advancing social and economic justice.

I. CURRICULAR CONTEXT OF COURSE

Generalist social work practice is the critical application of an eclectic knowledge base, professional values, and a wide range of culturally competent skills to a planned change process at any system level. All of the MSUM social work program courses, including SW 450, offer content designed to develop the generalist knowledge and skills of students. *SW 450: Generalist Practice with Communities and Organizations* is generally the fourth course in the program's practice sequence and presumes the completion of SW 360, SW 420, and SW 430. SW 450 may be taken simultaneously with *SW 440: Generalist Practice with Groups*.

II. COURSE DESCRIPTION

Social work practice with communities and organizations is frequently referred to as "macro social work." Macro social work most often involves creating, changing, or influencing community or organizational systems in order to carry out the purposes of the social work profession which include enhancing human well-being and functioning, alleviating social and economic injustice, and advancing social work practice through development and use of research.

This course offers an overview of basic knowledge, values, and skills applied in macro social work. Social problems will be discussed and defined and the various arenas and methods of macro practice will be reviewed. Generalist social work practice and Kirst-Ashman/Hull's PREPARE and IMAGINE processes will be examined and applied as frameworks for macro practice. To provide experiential application of the concepts and skills learned in the course, students will engage in service learning projects with local community organizations.

III. COURSE LEARNING OBJECTIVES

The content, structure, and processes of this course are designed to help students:

1. Apply critical thinking skills within the context of macro social work practice (EP 3.0.01);
2. Further understand the value base of social work and its ethical standards and principles (EP 3.0.02);
3. Continue to learn to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (EP 3.0.03);
4. Continue to understand the forms and mechanisms of oppression and the strategies that advance social and economic justice (EP 3.0.04);
5. Learn to apply the knowledge and skills of generalist social work practice to macro systems (EP 3.0.06);
6. Apply theoretical frameworks related to human development and behavior in relation to macro environments (EP 3.0.07);
7. Understand the impact of social policies on people's lives (3.0.08);
8. Apply research findings to practice and evaluate practice interventions (EP 3.0.09);
9. Further develop micro and mezzo skills (EP 3.0.10); and
10. Enhance their abilities to function within and improve the structure of organizations and service delivery systems (EP 3.0.11, 3.0.12).

IV. COURSE REQUIREMENTS AND GRADING

A. Student Responsibility. Students are expected to read all assignments by their due date, attend all classes, and participate fully through dialogue and support of others in class discussions, exercises, and service learning activities. Students are ultimately responsible for their own learning so it is expected that students will take initiative with respect to promoting critical thinking and discussion, learning from each other, and ensuring a successful service learning project.

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-2652 (phone) or 477-2047 (TTY), CMU 222 as soon as possible to ensure that accommodations are implemented in a timely fashion.

B. Instructor Responsibility. It is the responsibility of the instructor to help create a class environment which promotes learning and which encourages honest dialogue, debate, and respect for diversity of culture, values, and opinions. Students come to class with knowledge and experience that, if shared, will enhance the learning process of everyone, including the instructor. The instructor will come to class prepared and will begin and end the class on time. She will be available during office hours for discussion of any questions, concerns, or suggestions for class improvement, and will be open to meet with students outside of office hours if necessary and possible.

C. Service Learning Project. At the beginning of the semester, the class will be divided into small service learning groups, each of which will be assigned to an organization in the Fargo/Moorhead area. Each small group will work with its service learning organization throughout the semester on a project as overseen by an organizational representative. Each student will spend a minimum of 20 service-learning hours working with his/her small group on a service learning project and is expected to engage in service-learning activities through the end of the semester. As delineated in the Semester Outline below, use of class time for service learning hours will be allowed. The service learning project will give students:

- 1.) exposure to a local community-based organization and the activities in which it engages;
- 2.) an opportunity to examine the connection between macro practice concepts and “real-life” macro social work;
- 3.) experience in macro change tasks and projects;
- 4.) experiential material for enhancing classroom discussion and motivating learning;
- 5.) further understanding of the values and skills needed to work effectively in macro arenas and with diverse groups;
- 6.) additional opportunity to enhance team-work, group-process, and leadership skills; and,
- 7.) the privilege of providing a service to their community.

Each student will maintain a service learning journal in which will be kept a log detailing dates, hours, and description of service learning activities and personal reflections and observations on the service learning experience (see page 12 below). The log will be submitted periodically to the course instructor. Each small group will give a presentation at the end of the semester on their service learning project, relating the experience to course texts, research, and discussions.

D. Course Grading. Final course grades will be based on performance in the following four areas:

1.) *Quizzes.* 12 in-class quizzes will be given throughout the semester, usually at the beginning of each class period. Each quiz will be worth 10 points. The lowest 2 quizzes will be dropped from the total points. The instructor reserves the right to substitute a class assignment/exercise in place of a quiz, so make sure all assignments are completed by due date! No quizzes may be “made up” unless the instructor is presented with a doctor's note or the student has arranged for an *instructor-excused* absence ahead of time. **(100 points possible)**

2.) *Service Learning Journal.* Each student will keep a journal of her/his service learning experience. At the beginning of the semester, “service learning logs” will be distributed and will be kept in chronological order in a journal folder. A minimum of 10 logs will be required for the journal with each log worth 10 points. Service learning activities may be combined into one log entry and the instructor will count only 10 high-point logs toward this graded category. In addition, the instructor will distribute 5

additional Journal Assignments during the semester. Each assignment will be worth 10 points. Journals will be submitted 4 or 5 times during the semester. **(150 points possible)**

3.) *Participation*. Participation grades will be divided between two components: promotion of classroom discussion; and, contribution to the service learning project as verified through journals, peer evaluation forms, final group presentation, and service learning supervisor evaluation form.

Each student will receive discussion points for each in-class session, with special attention given to participation in large-group discussions. Points will be assigned as follows:

3 points = excellent participation. Excellent participation means helping to promote discussion by asking questions (to instructor and other students), responding to student comments, summarizing, making connections between readings, service learning, life experience, etc.

2 points = fair participation. This refers to responding to one or two questions and/or generally providing some minimal input into the discussion. If you talk too much and monopolize the conversation you will probably get a 2 and not a 3 because monopolizing is not a way to promote discussion.

1 point = no participation. You were present but had nothing to contribute.

0 points = you were absent.

Discussion points will be given for 16 classes (beginning January 22) with two low-point days being dropped from the total. **(42 possible discussion points)**

Students will also receive 5 participation points for every 2 hours of service learning activity as verified by journal logs, peer evaluations, and service learning supervisor evaluation form. **(50 points possible)**

At the end of the semester, students and service learning supervisors will evaluate the participation level of their service learning group members. An evaluation form will allow students and supervisors to assign between 0 and 5 points to each of their service learning group members. The points will be averaged by the instructor and applied to each student's total points for the semester. **(10 points possible)**

NOTE: After 2 unexcused absences, the instructor reserves the right to drop a student's final course grade by one letter grade for each additional unexcused absence. (Whether an absence is "excused" will be determined by the instructor as per university policy. Just informing the instructor of an absence does not necessarily constitute an excused absence.) This includes unexcused absences from service learning activities.

4.) *Final Presentation*. Each small group will give a 35-45 minute presentation on their service learning project at the end of the semester. Members of the community organizations will be invited to attend the presentations and will be given a copy of their presentation. The presentation will involve an overview and evaluation of the service learning project and general work of the community organization within the context of

the course readings (see Final Presentation Evaluation Form on pages 13-14 below).
(100 points possible)

IMPORTANT: Students are required to keep all graded course materials available (quizzes, journal logs, etc.) in the event that a grade needs to be confirmed by the instructor.

The grading scale for this class is as follows:

<u>Total Points</u>	<u>Final Grade</u>
439-452	A+
425-438	A
416-424	A-
398-415	B+
371-397	B
358-370	B-
344-357	C+
326-343	C
312-325	C-
299-311	D+
281-298	D
267-280	D-
0-266	F

- E. **Academic Honesty.** See MSUM Student Handbook, www.mnstate.edu/home/bulletin/acad_info.pdf, p. 53.

V. REQUIRED READINGS

Brueggemann, W. G. (2002). Social problems and social change. In W. G. Brueggemann, The practice of macro social work (2nd ed., pp. 24-47). Belmont, CA: Wadsworth/Thomson Learning. **On reserve in library.**

Kirst-Ashman, K. K. & Hull, G. H., Jr. (2001). Generalist practice with organizations and communities (2nd Ed.). Belmont, CA: Wadsworth. **On sale in the bookstore and on reserve in library.**

Wandersman, A. (2001). Program development, evaluation, and accountability. In L. H. Ginsberg, Social work evaluation. Principles and methods (pp. 178-210). Boston: Allyn and Bacon. **On reserve in library.**

Additional readings will also be assigned. The bibliography at the end of this syllabus contains materials that inform the instructor's approach and theoretical orientation to this course. The materials may also be used by students to enhance their understanding of macro social work practice and for course research assignments.

VI. SEMESTER OUTLINE

1/13 **Introductions. Review of course content and requirements.**

An overview of the context and primary levels of generalist social work practice (micro, mezzo, and macro).

Learning Objectives: (EP 0.0, EP 4.5)

- 1. To further understand the contribution of liberal arts knowledge to generalist social work practice;*
- 2. To increase familiarity with the components of generalist social work foundational knowledge;*
- 3. To become aware of the distinction between the three levels of social work practice;*
- 4. To begin to understand the roles of generalist, micro, and mezzo social work knowledge and skills in macro practice.*

1/15 **Social work purposes, values and ethics in relation to social work macro practice**

Learning Objectives: (EP 4.0)

- 1. To review and understand the purposes and values of the social work profession;*
- 2. To further internalize the principles of ethical decision making as presented in the NASW Code of Ethics and in relation to macro practice;*
- 3. To further develop awareness of personal values and their relationship to the values and ethics of social work.*

Reading: Kirst-Ashman/Hull (K/H), Chapter 12

1/20 Presentation "Why are people poor?" by People Escaping Poverty Project (PEPP)

1/22 **Individual and social problems: what's the difference and what causes them?**

Learning Objectives: (EP 4.2, 4.4)

1. *To understand the distinction and relationship between individual and social problems*
2. *To recognize and critique conventional definitions of, assumptions about, and solutions to social problems;*
3. *To examine the relationship between social welfare policies/ services and assumptions about social problems;*
4. *To explore the connection between forms of oppression and social problems.*

Readings: Brueggemann, pp. 24-47

1/27 **The practice of macro social work as a response to social problems and as a method of enhancing individual and social well-being.**

Learning Objectives: (EP 4.3, 4.5)

1. *To conceptualize and critique the application of micro, mezzo, and macro practice to individual and social problems*
2. *To understand the application of generalist social work components to macro practice*
3. *To identify four systems necessary to the macro change process*
4. *To become acquainted with the planned change process of macro practice (PREPARE and IMAGINE)*

Readings: K/H, Chapter 1
Newspaper articles

1/29 **Service learning organizational representatives speak to class; Choose service learning organization.**

2/3 **Understanding neighborhoods and communities.**

Learning Objectives: (EP 4.1, 4.2, 4.3, 4.5)

1. *To understand the types and functions of communities*
1. *To develop beginning knowledge of tools for assessing needs, resources, diversity, and assets of communities*
2. *To understand the role of social workers in neighborhoods and communities*

Reading: K/H, Chapter 8

2/5 **Preparing for a macro change effort: Choosing the type of change and evaluating its potential for success**

Learning Objectives: (EP 4.1, 4.2, 4.5)

1. *To identify the various types of macro change at the organizational and community levels*
2. *To further develop assessment skills related to the strengths and needs of action, target, and client systems with particular attention to cultural factors and oppression dynamics*
3. *To become familiar with the PREPARE model for assessing change potential*
4. *To begin to apply PREPARE to service learning projects (SLPs)*

Readings: K/H, Chapter 5, All

K/H, Chapter 9, pp. 293-309

Handout on community change models

2/10 Community Work

2/12 **The importance of and connection between program development and program evaluation in macro practice**

Learning Objectives: (EP 4.5, 4.6)

1. *To become familiar with a "logic model" for understanding the connections between community conditions, activities to address conditions, and activity outcomes and impacts*
2. *To conceptually establish the link between planning and evaluation*
3. *To understand the distinction between process, outcome, and impact evaluation*
4. *To begin to apply the logic model to SLPs*

Readings: Wandersman in Ginsburg, pp. 178-210.

Service Learning Journal Due (includes log and Journal Assignment #1)

2/17 Community Work

2/19 **Human rights and multiculturalism in macro social work**

Learning Objectives: (EP 4.1, 4.2, 4.3, 4.4, 4.5)

1. *To become familiar with the UN Declaration of Human Rights*

2. *To understand the definitions of social and economic justice and their relationship to human rights*
3. *To become acquainted with the diversity of ethnic cultures in our community and their relationships with community systems*
4. *To discern the relevance of human rights and multicultural issues to SLPs.*

Guest Speaker: Tammie Yak, BSW, Human Rights Educator, Cultural Diversity Resources, Fargo

Reading: K/H, Chapter 11

2/24 Community Work

2/26 **Initiating and implementing a macro change effort**

Learning Objectives: (EP 4.5)

1. *To understand the various components of the IMAGINE model for initiating and implementing macro change*
2. *To develop a "PERT" chart related to service learning project activities*
3. *To begin to apply IMAGINE to SLPs*

Readings: K/H, Chapter 7, All
K/H, Chapter 9, pp. 309-320

3/2 Community Work

3/4 **Mid-term synthesis: Drawing connections between research, macro change models, and service learning projects**

Learning Objectives: (EP 4.3, 4.6)

1. *To summarize and present research relevant to SLP*
2. *To draw connections between research, macro change models, and SLP*
3. *To understand the importance of empirically- and evidence-based knowledge to all stages of a macro change effort*

Journal Due (with Journal Assignment #2)

3/9 Community Work

3/11 **Tools for assessing macro change progress and areas of needed attention and adjustment**

Learning Objectives: (EP 4.6)

1. *To learn about force field analysis and apply it to SLP*
2. *To conduct a mid-stage process evaluation of SLP*
3. *To apply the IMAGINE model to current status of SLP*

Reading: Force Field Analysis Handout
Mid-term course evaluation

3/15-
3/19

Spring Break

3/23

Community Work

3/25

Understanding Organizations

Learning Objectives: (EP 4.1, 4.2, 4.3, 4.5)

- 1. To develop an understanding of the nature, types, and definitions of organizations*
- 2. To conceptualize organizations from a systems perspective*
- 3. To understand the concepts of organizational culture, structures, and power*
- 4. To be able to evaluate service learning organization using the above concepts*

Readings: K/H, Chapter 4

Journal Due (with Journal Assignment #3)

3/30

Community Work

4/1

Continue discussing organizational concepts and application to service learning projects

4/6

Community Work

4/8

Using mezzo skills in the macro environment

Learning Objectives: (EP 4.1, 4.5)

- 1. To be able to define networking and discuss its relevance to the SLP*
- 2. To be able to list characteristics of an effective team, and how cultural diversity contributes to group dynamics*
- 3. To articulate diverse leadership skills, including those related to meeting facilitation and conflict management*
- 4. To be able to articulate mezzo skill application to SLP*

Reading: K/H, Chapter 3

4/13

Community Work

4/15

**Synthesis discussion of macro practice.
Discussion of final presentations.**

Journal Assignment #4 Due (Entire journal may also be turned in)

4/20 Community Work

4/22 **Evaluating macro change efforts**

Learning Objectives: (EP 4.6)

- 1. To evaluate the service learning project using the logic model of assessment*
- 2. To further understand the importance of evaluation for initiating change and improving practice*

Reading: Wandersman in Ginsburg

Journal Due (with Journal Assignment #5)

4/27 Community Work

4/29 **Overflow day. Course evaluation.**

5/4 **Final Presentation**

5/6 **Study Day**

5/12 **Final Presentations**
3:00

**SW 450: Generalist Practice with Communities and Organizations
Spring, 2004**

SLO _____ Date of Presentation _____

GROUP MEMBERS _____

Presentation Evaluation Scale				
1	2	3	4	5
(Insufficient or Unclear)		(Fair to Good)		(Excellent)

I. Overview of service learning organization (5 points each)

1.) History, mission, and goals of SLO and description of SLO's constituency.	1	2	3	4	5
2.) SL organizational structures (staffing, funding sources, relationship with other agencies/comm., etc.).	1	2	3	4	5
3.) Description of SLO's programs, services, accomplishments as related to the SLO's mission/goal(s).	1	2	3	4	5
4.) Discussion of type and effectiveness of macro change used by SLO.	1	2	3	4	5
5.) Relationship of organizational structures, programs, power bases to organizational effectiveness.	1	2	3	4	5

II. Overview of service learning project (10 points each)

6.) Community condition/ need related to project; project's client system; previous/current efforts by SLO to work with this system.	1	2	3	4	5
7.) Description of service learning project (goal, objectives, activities).	1	2	3	4	5
8.) Evaluation of service learning project -- process, outcome, impact. (If relevant, why objectives not achieved.)	1	2	3	4	5
9.) Summaries about what group members learned about macro change efforts and about team work.	1	2	3	4	5
10.) Recommendations to SLO re. continued work with constituency, expanding SLO power bases, programs, improving effectiveness, etc.	1	2	3	4	5

III. Quality of Presentation (5 points each)

11.) Equal distribution of responsibility among group members.	1	2	3	4	5
12.) Creativity of presentation	1	2	3	4	5
13.) Presentation reflects commitment to project by group.	1	2	3	4	5
14.) Responses to questions/comments	1	2	3	4	5
15.) Appropriate and					

useful references to course textual material *and* additional research. 1 2 3 4 5

General Comments:

Suggested Grade (please circle): A B C D F

SOCIAL WORK 450: GENERALIST PRACTICE WITH COMMUNITIES AND ORGANIZATIONS

Selected Bibliography

Anderson, J. & Wiggins Carter, R. (2003). Diversity perspectives for social work practice. Boston: Allyn and Bacon.

Chaskin, R. J., Brown, P., Venkatesh, & S., Vidal, A. (2001). Building community capacity. NY: Aldine De Gruyter.

Fellin, P. (2001). The community and the social worker (3rd ed.). Itasca, IL: F. E. Peacock Publishers.

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Greene, R. R., & Watkins, M. (Eds.). (1998). Serving diverse constituencies. Applying the ecological perspective. NY: Aldine De Gruyter.

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Hodgetts, R. M., Luthans, F., & Lee, S. M. (1994). New paradigm organizations: From total quality to learning to world-class. Organizational Dynamics, Winter, 5-19.

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Jacoby, B. & Associates. (1996). Service-learning in higher education. Concepts and practices. San Francisco: Jossey-Bass Publishers.

Kretzmann, J. P., & McKnight, J. L. (1993). Building communities from the inside out. A path toward finding and mobilizing a community's assets (Third Printing).

Evanston, IL: Kretzman & McKnight.

Lee, J. A. B. (2001). The empowerment approach to social work practice. Building the beloved community (2nd ed.). NY: Columbia University Press.

Lewis, E. (1991). Social change and citizen action: A philosophical exploration for modern social group work. Social Work with Groups, 14, 23-33.

Lewis, J. A., Lewis, M. D., Packard, T., & Souflee, F. (2001). Management of human service programs (3rd ed.). Belmont, CA: Wadsworth.

Meenaghan, T. M. & Gibbons, W. E. (2000). Generalist practice in larger settings. Knowledge and skills. Chicago: Lyceum Books.

Minkler, M. (Ed.). (1999). Community organizing and community building for health. New Brunswick: Rutgers University Press.

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

Rivera, F. F., & Erlich, J. L. (1992). Community organizing in a diverse society. Boston: Allyn and Bacon.

Rothman, J., Erlich, J. L. & Tropman, J. E. (Eds.). (2001). Strategies of community intervention (6th ed.). Itasca, IL: F.E. Peacock Publishers.

Rubin, H., J., & Rubin, I. S. (1992). Community organizing and development. Boston: Allyn and Bacon.

Samuels, B., Ahsan, N., & Garcia, J. (1995). Know your community. A step-by-step guide to community needs and resources assessment. Chicago: Family Resource Coalition.

Senge, P. M. (1990). The fifth discipline. The art and practice of the learning organization. NY: Currency Doubleday.

Specht, H. & Courtney, M. E. (1994). Unfaithful angels. How social work has abandoned its mission. NY: The Free Press.

Thomas, R. R., Jr. (1990). From affirmative action to affirming diversity. Harvard Business Review, March-April, 107-116.

Tropman, J. E., Erlich, J. L., & Rothman, J., Eds. (2001). Tactics and techniques of community intervention (4th ed.). Itasca, IL: F. E. Peacock Publishers.

Weil, M. O. (Ed.). (1997). Community practice. Models in action. NY: The Haworth Press.

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Weinbach, R. W. (1998). The social worker as manager. A practical guide to success (3rd ed.). Boston: Allyn and Bacon.