



**THE CATHOLIC UNIVERSITY OF AMERICA**  
**National Catholic School of Social Service**  
Washington, DC 20064  
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**SSS 454**  
**Social Work Practice III:**  
**Generalist Practice with Groups, Organizations, and Communities**  
(3 credits)  
Spring 2009

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Instructor: Ruth White, MSW

I. COURSE PURPOSE

This course is the third part of the three-semester course continuum in which foundation knowledge, skills, and values for professional social work practice are taught. It prepares students to apply the generalist perspective to social work practice with groups, organizations, and communities, especially as these effect poor and diverse populations. Lectures, seminar discussion, agency-based case examples, and class assignments are designed to provide the student with opportunities to increase understanding and develop proficiency in the generalist intervention model.

Generalist practice is characterized by its multi-theoretical approach to assessment and multi-method approach to planned changes. Generalist practice is applicable to diverse fields of human services, agency settings, program services, populations, and human needs. It is the foundation level of professional social work practice and stems from the primary mission of the social work profession, *“To enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people, who are vulnerable, oppressed, and living in poverty”* (NASW, 1999, p. 1).

This course is intended to assist the student in understanding theories and methods to assess and facilitate change in organizations and communities in an effort to improve human well-being, particularly the well-being of people living in

poverty. This course will offer students the opportunity to reflect on, critique, and demonstrate a beginning competence in small group, organization, and community practice.

## II. EDUCATIONAL OBJECTIVES

1. To understand the use of small groups as an intervention tool in organizations and communities.
2. To appreciate the effect of values in shaping strategies, methods, and change goals in macro social work practice.
3. To understand ethical considerations particular to macro social work practice.
4. To demonstrate increased self-awareness of personal and professional beliefs, attitudes, and values as they influence one's practice with diverse groups and vulnerable populations, particularly within the context facilitating task groups, and seeking change in organizations and communities.
5. To understand the role and importance of drawing on group, organization, and community strengths and assets in assessing and intervening systems for macro social work practice.
6. To appreciate the effects of policy, community, environmental, organizational, and small group factors on attitudes and patterns of behavior with diverse populations.
7. To learn a framework for analyzing or assessing power and to understand the role of power in task groups, organizations, and communities with particular attention to promoting justice for vulnerable and marginalized populations.
8. To demonstrate an understanding of the role of power and group dynamics in task groups.
9. To integrate theories of human behavior and the social environment to processes that engage groups, organizations, and communities.
10. To understand neighborhoods and communities as sociological and cultural phenomena.
11. To learn and demonstrate competency in drawing on assets and strengths to analyze communities.

12. To understand the basic models of intervention in community practice with diverse populations, i.e., community organizing, community development, and social planning.
13. To learn techniques and frameworks for organizational analysis (assessment) and community practice.

### III. COURSE REQUIREMENTS

#### A. Required Texts

Kretzman, J. & McKnight, J. (1993). *Building communities from the inside out*. Chicago: ACTA Publications

#### B. Recommended Texts

Kirst-Ashman, K. and Hull, G. (2009). *Generalist practice with organizations and communities*. Belmont, CA: Brooks/Cole Publishers.

Toseland, R. W. and Rivas, R. F. (2005). *An introduction to group work practice* (5<sup>th</sup> ed.) Boston: Allyn and Bacon.

#### Reference Texts

Austin, M. & Hopkins, K. (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks: Sage.

DeFilippis, J. & Saegert, S. (2009). *The community development reader*. New York: Taylor and Francis.

Eicher, M. (2007). *Consensus organizing: Building communities of mutual self-interest*. London: Sage Publications.

Hardcastle, D., Powers, P., & Wenocur, S. (2004). *Community practice: Theories and skills for social workers*. New York: Oxford University Press.

Hasenfeld, Y. (1992). *Human services as complex organizations*. Newbury Park: Sage Publications.

Hasenfeld, Y. (1983). *Human service organizations*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Netting, E., Kettner, P. & McMurtry, S. (2004). *Social work macro practice*. Boston: Pearson Education, Inc.

Saleebey, D. (Ed.) (2006). *The strengths perspective in social work practice* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

VeneKlasen, L. & Miller, V. (2002) *A new weave of power, people, and politics*. Oklahoma City: World Neighbors Publishing.

Watkins Murphy, P. & Cunningham, J. (2003). *Organizing for community controlled development: Renewing civil society*. London: Sage Publications.

### C. Course Assignments

1. **Analysis of Individual Power: (10% of grade).** Students should reflect on the experience of power in his or her personal life. (See assignment guidelines.) **Due class 3.**
2. **Group Assignment (20% of grade).** Students will write an analysis and critique of the group process of her/his Coverdale experience. Students should integrate concepts introduced in the Coverdale exercise, and give special attention to the role of power in the task group process (6-8 pages). The paper will be **due Class 6.**
3. **Organization Assignment (25% of grade).** Students will critically analyze their field agencies according to guidelines handed out in class. **Due Class 10**
4. **Community Analysis (25% of grade):** Student groups of 4 or 5 will conduct a community analysis using skills imparted and practiced in class. The community analyses will involve having conversations with community residents; mapping neighborhood associations; mapping neighborhood institutions; analyzing census data, and coming up with a general profile of their community. Using the asset-based community development model, students groups will make recommendations on how the assets found within the community can be brought to bear on community change. Students will need to write up their community analysis profile and submit it for a group grade. Community analyses should be 15-20 pages long (not including attachments), and are **due Class 14.**

**Community Profile Presentation (10% of grade):** Based on their community analysis, students will need to visually represent their assigned community in preparation for a 25-minute presentation to half of the 606 class. Presentations will take place during exam week. All sections will meet together and the location will be announced.

D. Course and Instructor Evaluation

NCSSS requires written evaluation of this course and the instructor. Forms for this purpose will be distributed at the last meeting of the class. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

E. Grading Policy

Analysis of Individual Power	10%
Group Assignment	20%
Organization Assignment	25%
Community Analysis	25%
Community Analysis Presentation	10%
Attendance and Participation	10%

#### IV. CLASS SCHEDULE

### **UNIT ONE: THE USE OF SMALL GROUPS AS VEHICLES FOR ORGANIZATIONAL, COMMUNITY, AND SOCIAL CHANGE**

Class 1  
1/14/09      **Introduction to the Macro Social Work Practice and Review of Key Group Concepts.**

#### Required Readings

Kirst-Ashman, K. and Hull, G. (2009). *Generalist practice with organizations and communities*. Chicago: Nelson-Hall Publishers. Chapter 1, p. 1-37. (On Book Reserves.)

Toseland, R. W. and Rivas, R. F. (2005). *An introduction to group work Practice*, Boston: Allyn and Bacon, Chapter 2, p. 61-63; Chapter 3, 64-91. (Chapter 3 in CUA e-reserves)

#### Recommended Readings

Kirst-Ashman, K. and Hull, G. (2009). *Generalist practice with organizations and communities*. Chicago: Nelson-Hall Publishers. Chapter 1, p. 1-37. (On Book Reserves.)

Toseland, R. W. and Rivas, R. F. (2005). *An introduction to group work Practice*, Boston: Allyn and Bacon, Chapter 1, p. 3-43; Chapter 2, 44-60.

Class 2  
1/21/09      **Analyzing Power as a Component to Macro Practice:** Students will develop an understanding of power, its dimensions, and its manifestations in social work practice. Students will be introduced to principles of anti-oppressive practice.

#### Required Reading

Grassroots Policy Project. (2004). Power and organizing. Washington, D.C. (In CUA e-reserves.)

Hartman, A. (1997). Power issues in social work practice. In A. Katz, A. Jurie, & C. Vidal (Eds). *Critical social welfare issues: Tools for social work and health care professionals* (pp. 215-226). NY: The Haworth Press. (In CUA e-reserves).

Larson, G. (2008). Anti-oppressive practice in mental health. *Journal of Progressive Human Services*, 19(1), 39-54.

### Recommended Reading

Emersen, R. (1962). Power-dependence relations. *American Sociological Review*, 27, p. 31-41. (In CUA electronic journal title finder.)

VeneKlasen, L. & Miller, V. (2002) *Power and empowerment*. In *A new weave of power, people, and politics* (pp. 39-41; 45-58. Oklahoma City: World Neighbors Publishing.

Class 3  
1/28/09

### **Intervention Using Task Groups in Social Work Practice:**

Integrating content from the previous two weeks, students will learn skills and strategies for working with diverse groups, and addressing group conflict.

### **Individual Power Analysis Due**

#### Required Reading

Brown, A. & Mistry, T. (2005). Group work with 'mixed membership; groups: Issues of race and gender. *Social work with groups*, 28, ¾, p. 133-148. (In CUA electronic journal title finder.)

Stout, L. (1996). Bridging the class divide and other lessons for grassroots organizing. Boston: Beacon Press. Chapter 7, Invisible Walls. (In CUA e-reserves)

Toseland, R. W. and Rivas, R. F. (2005). *An introduction to group work Practice*, Boston: Allyn and Bacon, Chapter 5, p. 128-150. (Chapter 5 on CUA e-reserves)

Toseland, R. W. and Rivas, R. F. (2005). *An introduction to group work Practice*, Boston: Allyn and Bacon, Chapter 4, p. 92-127. (Available in Book Reserves).

#### Recommended Reading

Camacho, S. (2001). Addressing conflict rooted in diversity: The role of facilitator. *Social work with groups*, 24, ¾, p. 135-152. (In CUA electronic journal title finder.)

Shen, I. (2003). Talking with adolescents about race and ethnicity: What a group worker needs. *Social work with groups*, 26, 3, p. 61-76. (In CUA electronic journal title finder).

Shulman, L. (2002). Learning to talk about taboo subjects: A lifelong

professional challenge. *Social work with groups*, 25, 1/2 , p. 139-150. (In CUA electronic journal title finder.)

## UNIT TWO: THEORY AND PRACTICE OF SOCIAL WORK IN ORGANIZATIONS

Class 4  
2/11/09

**Social Work Practice in Organizations I: Theories of Organizations** Students will be introduced to organizational elements, and theories and contemporary perspectives on organizations as foundation for understanding organizational structures and processes.

### Group Assignments Due

#### Required Reading

Scott, R. (1998). Organizations: Rational, natural, and open systems, p. 17-29. (In CUA e-reserves.)

Hasenfeld, Y. (1983). Human service organizations. Part of Chapter 2, Theoretical Approaches to Human Service Organizations, The Political Economy Perspective, 43-49. (In CUA e-reserves)

Netting, E., Kettner, P. & McMurtry, S. (2004). Social work macro practice. Boston: Pearson Education, Inc., Chapter 7, Understanding Organizations, p, 209-254. In CUA e-reserves.

#### Recommended Reading

Hasenfeld, Y. (1983). Human service organizations. Englewood Cliffs, NJ: Prentice-Hall, Inc. Chapter 4, Organizational Goals, pp. 84-108; Chapter 5, Organizational Technology, pp. 110-147.

Larson, G. (2008). Anti-oppressive practice in mental health. *Journal of Progressive Human Services*, 19(1), 39-54.

Class 5  
2/10/09  
(Note, class  
will meet on  
Tuesday  
instead of  
Wed for this  
exercise)

**The Coverdale Exercise** (Class from 3:30 to 7:30. Meet on the Terrace level of Shahan Hall.)

#### Required Reading

No required reading for the week! Come prepared to actively participate. Snacks will be provided.

Class 6  
2/18/09

**Social Work Practice in Organizations II: Assessing Organizations in Their Environments** Students will learn a framework for assessing organizations in their environments. The role of power in organizations will also be discussed.

Required Reading

Mulroy, E. (2004). Theoretical perspectives on the social environment to guide management and community practice; an organization-in-environment approach. *Administration in Social Work, 1 28(1), 77-96.*

Netting, E., Kettner, P. & McMurtry, S. (2004). Social work macro practice. Boston: Pearson Education, Inc., Chapter 8, Analyzing Human Service Organizations, p, 255-304. In CUA e-reserves.

Hasenfeld, Y. (1992). Human services as complex organizations, Chapters 12, p. 259-275. (In CUA e-reserves.)

Recommended Reading

Larson, G. (2008). Anti-oppressive practice in mental health. *Journal of Progressive Human Services, 19(1), 39-54.*

No Class on February 25 – Administrative Monday  
No Class on March 4th – Spring Break

Class 7  
3/11/09

**Social Work with Organizations III: Organizational Culture and Assessing Organizations for Consistency with Social Work Values**

Required Reading

Guitierrez. L. & Nagda, B. (1996). The multicultural imperative in human service organizations: Issues for the twenty-first century. In P. Rafforel & C. McNeece (Eds). *Future issues in social work practice* (pp. 203-213). Needham Heights: Allyn & Bacon.

Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. *Administration in Social Work, 29, 3, 23-42.*

Hyde, C. & Hopkins, K. (2004). Diversity climates in human service agencies: An exploratory assessment. *Journal of Ethnic and Cultural Diversity in Social Work, 13(2), 25-43.*

Cohen, B. and Austin, B. (1997). Transforming human services

organizations through empowerment of staff. *Journal of Community Practice*, 4(2), 35-50.

### Recommended Reading

Hyde, C. (2002). Multicultural organizational development in nonprofit human service agencies: Views from the field. *Journal of Community Practice*, 11, 1. p. 39-59.

Schein, E. (2004). *Organizational culture and leadership*. (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass. Chapters 1 and 2, p. 1-37.

Class 8  
3/18/09

**Social Work with Organizations IV: Leadership and Promoting Change within Organizations** Students will learn models for promoting change within an organization and be introduced to the notion of transformational leadership

### Required Reading

Lewis, J. Packard, T. & Lewis, M. (2007). Leading and changing human service organizations. In J. Lewis, T. Packard, & M. Lewis (Eds.) pp. 245-274.

Packard, T. (2004). The supervisor as transformational leader. In M. Austin & K. Hopkins (Eds.) (pp. 151-163). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks: Sage.

Kirst-Ashman, K. and Hull, G. (2009). *Generalist practice with organizations and communities*. Belmont, Ca: Brooks/Cole Publishing, Chapters 6, p. 208-233.

### Recommended Readings

Amodeo, M., Ellis, M. Hopwood, J. & Derman, L. (2007). A model for organizational change: Using an employee-driven, multilevel intervention in a substance abuse agency. *Families in Society The Journal of Contemporary Social Services*, 88(2) 223-232.

Class 9  
3/25/09

## **UNIT THREE: THEORY AND PRACTICE OF SOCIAL WORK IN COMMUNITIES AND ETHICAL CONSIDERATIONS FOR MACRO PRACTICE**

**Theories of Community and Intervention Models for Community Practice.** Students will review theories of community practice and

be introduced to key community concepts and the primary models associated with assessing and intervening in communities.

View “Leap of Faith” Video

### Required Reading

Kirst-Ashman, K. and Hull, G. (2009). *Generalist practice with organizations and communities*. Belmont, Ca: Brooks/Cole Publishing, Chapter 8, 268-305.

Saleebey, D. (2006). Community Development, Neighborhood Empowerment, and Individual Resilience. In Saleebey (ed.). *Strengths Perspective in Social Work Practice*. Fourth Edition. Allyn & Bacon. pp. 241-260

Rothman, J. (1995). Introduction and approaches to community intervention and three modes of intervention. In Rothman, J., et al., (Eds.). *Strategies of community intervention*. Englewood Cliffs, NJ: Prentice Hall, 3-25 and 26-63. In CUA e-reserves.

### Recommended Reading

Hardcastle, D., Powers, P., Wenocur, S. (2004). Community practice: Theories and skills for social workers. Chapter 2, Theory-based, Model-based community practice. (In CUA e-reserves)

Rothman, J. (2007). Multi modes of intervention at the macro level. *Journal of Community Practice*, 15(4), 11-40.

Class 10  
4/1/09

**Asset-Based Community Development as a Model of Community Practice: Part I** Students will be introduced to Asset-Based Community Develop as a model for community practice, and learn how to Identify individual capacities and awaken power in individuals as part of the ABCD process.

### Required Reading:

Building Communities from the Inside Out, Introduction, p. 1-10, Ch. 1, p. 12 – 106.

Rubin, H. & Rubin, I. (2008). *Community organizing and development*. (4<sup>th</sup> ed). Boston, MA: Pearson Publications. Chapter 4, Empowering Individuals, pp 61-74. (In CUA e-

reserves)

Donaldson, L.P. (2004). Toward validating the therapeutic benefits of empowerment-oriented social action groups. *Social Work with Groups*, 27, 2/3, 164-173.

Recommended Reading:

Fisher, R. & Shragge, E. (2000). Challenging community organizing: Facing the 21<sup>st</sup> century. *Journal of Community Practice*, 8(3), 1-19.

Rubin, H. & Rubin, I. (2008). *Community organizing and development*. (4<sup>th</sup> ed). Boston, MA: Pearson Publications. Chapter 5, Building Community to Create Capacity for Change, pp 75-90.

Class 11  
4/8/09

**Asset-based Community Development as Model of Community Practice: Part II** Social capital as an underlying theory for community building. Discovering capacities of associations and institutions in community development.

**Organization Assignment Due**

Required Reading

Building Communities from the Inside Out, Ch. 2, p. 109-170. Ch. 3, 171-272.

Hyman, J. (2009). Exploring social capital and civic engagement to create a framework for community building. In J. DeFilippis & S. Saegert (Eds). *The community development reader* (pp. 225-233).

Thomas, R. (2008). Leveraging social capital among organizations to secure employment for welfare clients. *Journal of Community Practice*, 16(3), 271-291.

Recommended Reading

DeFilippis, J. (2001). The myth of social capital in community development. *Housing Policy Debate*, 12, 4, p. 781- 806.

Portes, A. (1998). Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology*, 24, 1-24. (In

CUA e-reserves.)

Class 12  
4/15/09

**Community Development: Creating a Comprehensive Community Plan for Intervention** Students will learn a process for creating an asset-based community plan based on the asset-based assessment.

Required Reading

Eicher, M. (2007). Consensus organizing: Building communities of mutual self-interest. London: Sage Publications. Chapter 4, Program Design, p. 61-75.

Watkins Murphy, P. & Cunningham, J. (2003). Organizing for community controlled development: Renewing civil society. Chapter 9, Unity in Creating a Comprehensive Community Plan, p. 178-199. (In CUA e-reserves)

Building Communities from the Inside Out, Ch. 5, p. 345-353.

Recommended Reading

Kirst-Ashman, K. and Hull, G. (2006). *Generalist practice with organizations and communities*. Chicago: Nelson-Hall Publishers, Chapter 12, 284-309.

Class 13  
4/22/09

**Social Planning as a Model for Intervening in Communities.** Students will be develop a beginning understand of social planning as an intervention model for communities.

Required Reading

Gummer, B. (1995) Social planning. In Edwards, R. L., et. al., editors, *Encyclopedia of social work* 19<sup>th</sup> edition. Washington, DC: NASW Press, Inc., 2180-2185. In CUA electronic reserves.

Rothman, J. and Zald, M. N. (1995). Planning and policy practice. In Rothman, J., et. al., (Eds.), *Strategies of community intervention*. Englewood Cliffs, NJ: Prentice Hall, 283-296. In CUA electronic reserves.

Class 14  
4/29/09

**Ethical Dilemmas in Macro Practice.** Students will be exposed to a variety of issues associated ethics when engaged in macro practice.

Required Reading

Kirst-Ashman, K. and Hull, G. (2006). *Generalist practice with organizations and communities*. Chicago: Nelson-Hall Publishers, Chapter 9, 371-414. (On CUA e-reserves).

Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work, 49*, 4, 595-604.

Recommended Reading

Gumpert, J. & Black, P. (2006). Ethical issues in group work: What are they? How are they managed? *Social work with groups, 29*, 4 61-74.