I. COURSE PURPOSE

This course is the second part of the two-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. Lectures, group exercises, 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, 2008, 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. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
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</table>
| 1. Identify as a professional social worker and conduct oneself accordingly | 1.1 Social workers advocate for client access to the services of social work.  
1.2 Social workers practice personal reflection and self-correction to assure continual professional development. |
| 2. Apply social work ethical principles to guide professional practice.     | 2.1 Social workers recognize and manage personal values in a way that allows professional values to guide practice.  
2.2 Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, and as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work. |
| 3. Apply critical thinking to inform and communicate professional judgments | 3.1 Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
3.2 Social workers analyze models of assessment, prevention, intervention, and evaluation.  
3.3 Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |
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<thead>
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</tr>
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<tr>
<td>5. Advance human rights and social and economic justice.</td>
<td><strong>5.3</strong> Social workers engage in practices that advance social and economic justice.</td>
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<tr>
<td>7. Apply knowledge of human behavior and the social environment</td>
<td><strong>7.1</strong> Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. <strong>7.2</strong> Social workers critique and apply knowledge to understand person and environment.</td>
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<tr>
<td>9. Respond to contexts that shape practice</td>
<td><strong>9.1</strong> Social workers continuously appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. <strong>9.2</strong> Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<tr>
<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td><strong>10.1.1</strong> Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities <strong>10.1.2</strong> Social workers use empathy and other interpersonal skills <strong>10.1.3</strong> Social workers develop a mutually agreed-on focus of work and desired outcomes <strong>10.2.1</strong> Social workers collect, organize, and interpret client data <strong>10.2.2</strong> Social workers assess client strengths and limitations <strong>10.2.3</strong> Social workers develop mutually agreed-on intervention goals and objectives <strong>10.2.4</strong> Social workers select appropriate intervention strategies <strong>10.3.1</strong> Social workers initiate actions to achieve organizational goals. <strong>10.3.3</strong> Social workers help clients resolve problems. <strong>10.3.4</strong> Social workers negotiate, mediate, and advocate for clients <strong>10.3.5</strong> Social workers facilitate transitions and changes</td>
</tr>
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</table>
III. FURTHER EDUCATIONAL OBJECTIVES
Upon completion of this course, students will be able to:

1. To understand the use of task groups as an intervention tool in organizations and communities.

2. 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.

3. 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.

4. To learn and demonstrate competency in drawing on assets and strengths to analyze organizations and communities.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings


Required Reading posted on Blackboard

B. Recommended Readings


C. **Other Recommended Resources and Media**


D. **Course Assignments**

1. **Concepts of Power Paper (10% of grade).** Students will write a reflective paper on the concepts of power. (See assignment guidelines.) Due Class 3.

2. **Coverdale Assignment (15% 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). (See assignment guidelines.) The paper will be due Class 6.
3. **Agency Program Analysis (20% of grade):** Create a conceptual model of one of your agency programs using both Leavitt’s Diamond and Logic Model formats. (Use the templates provided in class. Refer to assignment guidelines.) Gather information about the program from written materials, websites, and discussions with your field instructor. Prepare a 4-5 page analysis with conceptual models attached based on the assignment description provided in class. Be sure to reference class readings and agency documents used. **Due Class 10.**

4. **Census Assignment (5% of grade):** As you prepare for the community analysis, use the location of your project to research Census Bureau data relevant to your paper. (See assignment guidelines.) **Due Class 12.**

5. **Community Analysis (25% of grade):** Student groups of 3 will conduct a community analysis using skills imparted and practiced in class. The community analyses will involve having conversations with community residents; creating a community asset map; and analyzing census data to develop 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 (see assignment handout). **Due Class 14.**

6. **Community Profile Presentation (5% of grade):** Based on their community analysis, students will need to visually represent their assigned community in preparation for a 10-minute presentation. **Due Class 14.**

**Weight of Assignments**

<table>
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<tr>
<td>Concepts of Power Paper</td>
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<td>Agency Program Analysis</td>
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<tr>
<td>Census Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Community Analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Community Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Discussion Forum postings</td>
<td>10%</td>
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**E. Grading Policy:** The University grading system will be utilized (see policy online). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the four required papers.
F. Attendance and Participation

1. Students are expected to attend all class sessions, to arrive in classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or arrive late, the student is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. Laptops or other devices should be used in such a manner that they do not disturb or distract other students. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussion and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor should view each other as resources persons.

G. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations serve as a basis for ongoing course revisions.

V. CLASS EXPECTATIONS

Scholastic Expectations
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.
**Academic Honesty**
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

**Accommodations**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please follow the DSS instructions and arrange a meeting with the instructor as soon as possible to discuss these accommodations.
## CLASS SCHEDULE

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

<table>
<thead>
<tr>
<th>Class 1</th>
<th>01/10/17</th>
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<tbody>
<tr>
<td><strong>Introduction to Macro Social Work Practice</strong></td>
<td>Students will understand key concepts, roles, and skills associated with macro practice in the context of generalist social work practice.</td>
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**Required Readings**


<table>
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<tr>
<th>Class 2</th>
<th>01/17/17</th>
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<tr>
<td><strong>Analyzing Power as a Component to Macro Practice</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Required Reading**


**Recommended Reading**

**Class 3**  
**1/24/17**

**Intervention Using Task Groups in Social Work Practice (Part I):**  
Students will review the difference between treatment and task groups; understand the group as a social system; understand the operative dynamics within groups.

**Concepts of Power Paper Due**

**Required Reading**


**Recommended Reading**


**Class 4**  
**1/31/17**

**Intervention Using Task Groups in Social Work Practice (Part II):**  
Students will understand the stages of group development and the role of the social worker in each stage, and addressing conflict in a group.

**Class begins at 3 PM.**

**Required Reading**


**Recommended Reading**


**Class 5**  
**2/7/17**

**The Coverdale Exercise (Experiential Group Exercise)**

Required Reading for the week on Blackboard.
UNIT TWO: THEORY AND PRACTICE OF SOCIAL WORK IN ORGANIZATIONS

Class 6 2/14/15

Social Work Practice in Organizations I: Understanding Organizations – Theory and Structure in Organizations. Students will be introduced to theories or organizations and Leavitt’s Diamond as a conceptual framework for understanding the elements of an organization. Ethical issues will also be considered.

Coverdale Assignment Due

Required Reading


Recommended Reading


No Class February 21st – Administrative Monday
Social Work Practice in Organizations II: Logic Models as a Tool for Organizational Program Planning and Evaluation

Students will delve more deeply into the context of organizations and learn how to do a Logic Model for program planning.

Required Reading


Recommended Reading


No Class March 7th – Spring Break

Social Work with Organizations III: Assessing Organizational Readiness for Change

Students will understand a model for assessing an organization’s readiness for change.

Required Reading


Social Work with Organizations IV: Implementing Change within Organizations Students will learn models for promoting change within an organization.

Required Reading


Recommended Readings


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

Theories of Community and Models of Community Practice. Students will review theories of community practice and an overview of models of community practice.

Students view “Leap of Faith” Video: The story takes place in Fitchburg, MA based on a project done by the Twin Cities Community Development Corporation. Students are invited to review the website prior to viewing the video: http://www.twincitiescdc.com/

Agency Program Analysis Paper Due.
Required Reading

Twin Cities Community Development Corporation of Fitchburg and Leominster, Massachusetts, http://www.twincitiescdc.com/. (Students will be watching a video based on community development work done in Fitchburg. They may want to visit the website before and/or after they view the video.


Recommended Reading


Class 11
4/4/17

Assessing Communities and Asset-Based Community Development as a Model of Community Practice: Part I. Students will be introduced to domains of community assessment and Asset-Based Community Development as a model for community practice

Required Reading


Speer, P., Ontkush, M., Schmitt, B., Raman, P. Jackson, C., Rengert, K., &

Census website: [http://www.census.gov/](http://www.census.gov/) (Students are asked to review the census webpage, and one of the data sources collected by the census.)

**Recommended Reading:**


**Class 12 4/11/17**

**Asset-based Community Development as Model of Community Practice:**

**Part II** After learning how to assess communities, students will learn how to develop an intervention plan.

**Census Assignment is due**

**Required Reading**


**Recommended Reading**


**Special Issues in Community Practice: Gentrification and Ethical Dilemmas.** Students will be exposed to a variety of issues associated ethics when engaged in macro practice.

**Required Reading**


**Recommended Reading**


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**Class 13**

**4/18/17**

**Community Presentations and Papers Due**

Students will present their community analysis projects.

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**Class 14**

**4/25/17**

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