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, 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. 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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<tbody>
<tr>
<td><strong>Professional Identity:</strong> Identify as a professional social worker &amp; conduct self accordingly</td>
<td>Social workers advocate for client access to the services of social work.</td>
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<td>Social workers practice personal reflection and self-correction to assure continual professional development.</td>
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<tr>
<td><strong>Ethical Practice:</strong> Apply social work ethical principles to guide professional practice.</td>
<td>Social workers recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<td>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 fo Schools of Social Work Ethics in Social Work.</td>
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<tr>
<td><strong>Critical Thinking:</strong> Apply critical thinking to inform and communicate professional judgmentsl</td>
<td>Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td></td>
<td>Social workers analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<tr>
<td><strong>Human Rights &amp; Justice:</strong> Advance human rights and social and economic justice.</td>
<td>Social workers engage in practices that advance social and economic justice.</td>
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<tr>
<td><strong>Human Behavior:</strong> Apply knowledge of human behavior and the social environment</td>
<td>Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Social workers critique and apply knowledge to understand person and environment.</td>
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<tr>
<td><strong>Practice Contexts:</strong> Respond to contexts that shape practice</td>
<td>Social workers continuously appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 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><strong>Engage, Assess, Intervene, Evaluate:</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Social workers use empathy and other interpersonal skills. Social workers develop a mutually agreed-on focus of work and desired outcomes. Social workers collect, organize, and interpret client data. Social workers assess client strengths and limitations. Social workers develop mutually agreed-on intervention goals and objectives. Social workers select appropriate intervention strategies. Social workers initiate actions to achieve organizational goals. Social workers help clients resolve problems.</td>
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</tbody>
</table>
Social workers negotiate, mediate, and advocate for clients.
Social workers facilitate transitions and changes.

III. ADDITIONAL EDUCATIONAL OBJECTIVES

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


B. Recommended Texts


Reference Texts


C. Course Assignments

1. **Quiz on Concepts of Power (15%)**. Students will take an online quiz through blackboard on concepts of power. Quiz will be open from Friday, January 23rd through Monday, January 26th.

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.

4. **Agency Program Logic Model (20%):** Create a logic model for the program in which you are placed for your field internship. Use the template provided in class. Gather information about the program from written materials, websites, and discussions with your field instructor. Prepare a one page logic model and a 1-2 page description of the logic model referencing the readings for class.

5. **Community Analysis (20% 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).

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

D. **Grading Policy and Weights of Assignments**

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:

- Quiz on Power: 15%
- Coverdale Assignment: 15%
- Program Logic Model: 20%
- Community Assignment Paper: 20%
- Community Presentation: 10%
- Attendance and Participation: 20%
- Discussion Forum postings
- Class attendance and timeliness
- Class participation
Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
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<tr>
<td>F</td>
<td>0 – 69</td>
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A. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued. Students are required to thoughtfully post in the discussion forum at least 3 times for each weeks a discussion forum is required.

B. 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 requests.

V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

*NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.*
A. **Scholastic Expectations**
   All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Behavioral Requirements:**
   Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
   
   - Attend all classes and contribute constructively to the classroom culture,
   - Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor,
   - Demonstrate competence in planning academic activities and in following through on those plans,
   - Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom,
   - Use an appropriate level of class time and instructor’s time and attention in and out of class, and
   - Behave in a manner that is consistent with the ethical principles of the social work profession.

C. **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 [http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. **Confidentiality**
   Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning **purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.
E. **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. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

F. **Use of Electronic Devices** Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
CLASS SCHEDULE

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

Class 1  
1/13/15  
**Introduction to Macro Social Work Practice** Students will understand key concepts, roles, and skills associated with macro practice in the context of generalist social work practice.

Required Readings


Class 2  
1/20/15  
**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


Recommended Reading


**Power Quiz opens Tuesday, January 20th at midnight and closes Monday, January 27th at 11:59 PM**
Class 3  
1/27/15  
**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.

**Required Reading**


Class 4  
2/3/15  
**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.

**Required Reading**


**Recommended Reading**


**Class 5**
2/10/15

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

**Required Reading**

No required reading for the week! Review readings from previous two weeks.

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

**Class 6**
2/17/15

**Social Work Practice in Organizations I: Understanding Organizations -- Theories of Organizations, Organizational Culture and Empowerment in Organizations.** Students will be introduced to theories of organizations and a conceptual framework for understanding the elements of an organization. Ethical issues will also be considered.

**Coverdale Assignment Due**

**Required Reading**


**Recommended Reading**


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No Class February 24th – 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 Models for program planning.

Required Reading


Recommended Reading


No Class March 10th – 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

Class 10 3/31/15

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/](http://www.twincitiescdc.com/)

Required Reading

Twin Cities Community Development Corporation of Fitchburg and Leominster, Massachusetts, [http://www.twincitiescdc.com/](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**

4/7/15

**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:**


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
**4/14/15**

**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.

**Required Reading**


**Recommended Reading**


### Class 13
**4/21/15**

**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


Class 14  
4/28/15

Community Presentations and Papers Due

Sections will present on their community analysis.