

**University of Texas at Arlington
School of Social Work**

**SOCW 3306: Social Work Practice III
Fall 2009**

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Professor

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Office Hours: Tue: 4-6 p.m.
Wed: 4-6 p.m.

Time and Place of Class Meetings: Wed., 6-8:50 p.m.; Rm: SWC A 308

Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (EPAS), Statement on Requirements of the Content Area

4.5 Social Work Practice: Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Catalogue Description

Examines generalist community and administrative practice (CAP) roles, the perspectives of strengths, empowerment, and evidence-based practice along with the values of social justice, diversity, and participation. Specific attention is given to designing intervention programs that address community needs.

Expanded Description of Course Content

Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work. This course builds on a liberal arts base, including skill in written communication and knowledge of human psychology, sociology, and political science. It builds on the historical, contextual, value, and ethical base developed in the Profession of Social Work/Introduction to Social Work courses. It expands the “person in environment” perspective by considering the environment as a focus for practice. It applies ecological systems theory and generic social work process to communities and organizations. It also examines generalist

community and administrative practice roles, and the perspectives of strengths, empowerment, and evidence-based practice, along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

Educational Objectives Addressed

SOCW 3306 addresses the following BSW educational objectives as well as the following MSSW Foundation educational objectives.

- Objective 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- Objective 3. 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.
- Objective 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice
- Objective 5: Understand and interpret the history of the social work profession and its contemporary structures and issues.
- Objective 6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
- Objective 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- Objective 8. Analyze, formulate, and influence social policies.
- Objective 9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
- Objective 12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

This course relates to and advances the above program objectives by introducing students to CAP related social work theories, perspectives, ethics, and values, and preparing students to address solutions to social problems that use the community as a major problem solver. During the assessment of a community condition/problem, students build on history and shareholder capacities while addressing the needs identified by various forms of evidence. The CAP processes that students develop in the course are consistent with the generalist social work change process.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Apply ecological systems theory to communities and organizations.
2. Relate the development of macro practice to the general history of social work
3. Describe typical roles a macro generalist social worker assumes, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager.

4. Demonstrate generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities.
5. Demonstrate the importance of using the strengths/capacities, empowerment, and evidence based practice principles to guide practice.
6. Assess macro practice interventions and their relationship to the values of social and economic justice, stakeholder participation, empowerment, and diversity.

Requirements

Social Work Practice III is required of all BSW students. Prerequisite: SOCW 2311, 2313. BSW majors only. Students not meeting these prerequisites will be required to withdraw from the course.

Important Dates:

August 30, 2009 – End of Add/Drop period.

October 30, 2009 – Last day to withdraw from classes.

Required Textbooks and Other Course Materials

Netting, F. E., P.M. Kettner, and S. L. McMurtry. (2008). *Social Work Macro Practice* (4th Ed.). Boston: Pearson.

Library Readings: Given the scope of the course, students are encouraged to read extensively in the professional literature beyond the required readings on topics pertinent to this course.

Descriptions of major assignments and examinations with due dates

(Numbers behind the assignments indicate the learning objective achieved)

1. **Understanding the generic social work process.** Students will compare a community/agency-based (macro) approach to an individually-based (micro) approach for all stages of the social work process for a social problem. For example, taking the problem of domestic violence, compare the assessment, intervention, and evaluation of practice phases as they would be undertaken by a victim's assistance program or battered women's center with the same phases in individual work with a client experiencing domestic violence. **(due date September 23, 2009)**. [3, 4, 5, 6]
2. **Understanding community strengths and needs.** Students will work in groups to assess a community's strengths and needs related to a social problem. The assessment should include a description of the community or target population and use of a combination of methods for assessing need: personal observation and ethnographic analysis; focused key informant interviews; group discussions; social indicators; rates under treatment. Please do not use written surveys or formal questionnaires, since that might require formal University approval as research with human subjects. Also, do not identify individuals by name or by unique title (e.g. Executive Director of X agency) in either papers or presentations. **(due date October 28, 2009)**. [1, 2, 4, 5, 6]

3. **Oral Presentation.** Each group will present the community assessment. Students are encouraged to develop relevant handouts, overheads or slides. Each presentation will be evaluated by the class members using a feedback sheet similar to those used at professional conferences (see attached example). Grading will be based primarily on the evaluations by classmates. Oral presentations are intended to allow students to learn from each other's work, to gain skill and confidence in presenting before a group, and to reinforce the tools for assessment and intervention covered by the texts and the syllabus. Oral presentations will be scheduled for **November 18 & 25, 2009**. [1, 3, 4, 5, 6]

4. **Working in task groups.** As a part of the group presentation assignment, students will learn how to work in task groups. Achievement of learning objectives will be shown by structured feedback from all group members using a matrix developed by the instructor. Group member will submit matrix to instructor at mid point and upon completion of the oral presentation. [3, 4]

Grading Policy

Grading	Points
Understanding the generic social work process	250
Social condition/problem assessment	250
Oral Presentation	200
Working in task group	150
Class participation (see attendance policy)	150

A=900-1000 points; B=800-899; C=700-799; D=600-699; F=less than 599 points

Evaluation and Grading Criteria for Written Assignments:

Written assignments will be evaluated based on the following criteria:

Assignment Requirement – the degree to which students address the requirements of the assignment.

Students should take particular care to fully address expectations of each assignment.

Critical thinking - the degree to which students demonstrate their ability to evaluate and critique ideas.

Critical thinking will be evaluated in terms of the way students demonstrate their understanding of ideas, apply thinking to evaluating ideas, and use conceptual models as a means of evaluating and critiquing ideas.

Conceptual ability - the degree to which students demonstrate their ability to think in abstract terms, think logically, and organize ideas into a coherent whole.

Conceptual ability will be evaluated in terms of students' ability to move across the continuum of abstraction to concreteness and to address the parts as well as the whole.

Communication - the degree to which students demonstrate the ability to organize and transmit ideas in written form.

Communication will be evaluated in terms of students' ability to use proper syntax, express ideas clearly, punctuate, and spell.

Search - the degree to which the product demonstrates that the subject matter has been adequately researched.

Search will be evaluated in terms of the assignment demonstrating that material is supported by literature, empirical research, if appropriate, theory, and practice wisdom, and that, where appropriate, differing views are reflected.

Application - the degree to which students' demonstrate the relevance of their ideas to contemporary social work situations.

Application will be evaluated in terms of students' ability to derive implications for use of ideas in social work settings and situations.

Attendance and Participation Policy

You are expected to attend all class sessions. Please plan to be prompt and to stay for the entire 3-hour session (a 15-minute break will be given midway through each session). Everyone is granted 150 points for attendance - a 10-point deduction will be taken for each class session missed (regardless of reason). Excessive tardiness or disruptive behavior may result in a lower course grade. If you stop attending but do not officially withdraw from the course, you will receive a grade of "F".

Your attendance and participation in class are essential in order for you to learn. Students are expected to be actively involved in the role play experiences which will take place. Students' contributions to the class are essential. Students must be prepared weekly and study the assigned readings. Students are expected to be able to discuss the readings and demonstrate acquired learning, show evidence of critical thinking related to the readings, and understand the implications for contemporary social work. Students are expected to contribute to the education of fellow classmates rather than to merely demonstrate their knowledge. Poor classroom behaviors such as side conversations, dominating and disrespectful behaviors, lack of participation in group/class activities, lack of respect for others opinions or differences, and violating class confidentiality guidelines will taken into consideration in determining the grade.

Your grade will also be in response to the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; speaking up when you have a point to make, a question, a disagreement; willingness to participate in role play experiences;

demonstrated ability to give and accept feedback; being prepared to actively work with your colleagues.

Please *turn off* ringers on cell phones, pagers, etc., before class begins. Laptop computers are permitted if used for class note taking. Students found to be using computers for e-mail, web browsing, or other non-class related purposes will be prohibited from using computers in class.

Course Outline/Topics and Readings

Week 1. August 26, 2009.

Introduction and course overview

Topics: Introduction, review previous CAP content, syllabus, course pack, glossary, web, role of questions in determining pace of class, library resources, etc. Review assignments and grading checklists, how to write critical questions, etc.

Week 2. September 2, 2009

Historical development of macro practice

Topics: UTA SSW conceptualization of macro generalist practice (accountability, evidence-based practice, ethical practice, self awareness, contingency based analysis, theoretical challenges, and values). Social movements that gave rise to social work (mental hygiene, public health, child saving, labor, COS, settlement house); social work organizations and macro practitioners; public role in administration of social welfare; macro practice trends in each decade, contemporary state of macro practice.

Text: Netting, Kettner & McMurtry, Ch. 1: An introduction to macro practice in social work.
Ch. 2: The historical roots of macro practice..

Reading: Bergner, D. (2006, July 23). The case of Marie and her sons. NY Times.

Retrieved from

<http://select.nytimes.com/gst/abstract.html?res=F10D1EF734540C708EDDAE0894DE404482>

Video: *The Heart of Bassett Place: W. Gertrude Brown and the Wheatley House. Historical case study of community practice in an African-American community.* CWC V1190

Week 3. September 9, 2009 Generalist macro practice, change process, practice roles, intervention levels

Topics: Roles introduced include advocate/activist, planner, community developer, leader, manager, and evaluator. Intervention levels covered are global, societal, national, regional, state, metropolitan, city, neighborhood, agency and program.

Text: Netting, et al. Chapter 3: Understanding community and organizational problems.

Reading: Tropman, J.E. (2003). Ch 2. Managing agenda organization (pp. 15-22). In *Making meetings work*. Thousand Oaks CA: Sage.

Video: Running Good Meetings (12 minutes). CWC V1102.

Week 4. September 16, 2009 Generalist macro practice, theories, values, and perspectives

Topics: Ecological systems theory; Social work values of social and economic justice, democratic participation, and diversity; Perspectives of empowerment, strengths/capacities, evidence based practice, and win/win.

Text: Netting, et al., Chapter 5: Understanding communities.

Reading: Miley, K & DuBois, B. (1999). Empowering processes for social work practice. In W. Shera & L.M. Wells (Eds.), *Empowerment practice in social work* (pp 2-12). Toronto: Canadian Scholars' Press.

Week 5. September 23, 2009 The community as client

Topics: Functions of community in modern society, sources of community dysfunction, the mezzo level of social systems, neighborhoods, basic meeting skills and techniques.

Text: Netting, et al., Chapter 4: Understanding populations.

Web: Cortes, E. (1998). *Organizing's past, present and future: Reclaiming our birthright*. Retrieved on August 14, 2009 from <http://www.nhi.org/online/issues/101/cortes.html>.

Video: Ernie Cortez on principles of intervention. V1035 DVD.

Assignment Due: *Understanding the generic social work process paper.*

Week 6. September 30, 2009 Identifying social conditions as problems and/or opportunities

Topics: Social conditions, social problem identification, the politics of problem identification, multicultural perspectives on social problem definition, barriers to services, service statistics, writing needs and capacity statements.

Text: Netting, et al., Chapter 6: Analyzing communities.

Reading: Kettner, P. M., Moroney, R. M. & Martin, L. L. (1999). Designing and managing programs. (2nd ed.). Thousand Oaks, CA: Sage. Ch, 2 "Understanding social problems."

Week 7. October 7, 2009 Assessing social conditions and communities

Topics: Approaches to community assessment, primary and secondary data sources, data collection methods (e.g., observation, document analysis, surveys, public forums, interviews, focus groups), types of information (e.g., baseline data for planning and evaluation data sources for assessment), views of need (normative, perceived, expressed, relative).

Web: Review the following:

Client Centered Community Needs Assessment for Homeless Residents in Tarrant County
<http://www2.uta.edu/ssw/csdc/documents/Client%20Centered%20Community%20Needs%20Assessment%20-%20Tarrant%20County.pdf>

United Way of Metropolitan Tarrant County Community Needs Assessment
<http://unitedwaytarrant.org/OurWork/CommunityAssessment/tabid/91/Default.aspx>

Community Needs Assessment of Metropolitan Dallas County
<http://www.unitedwaydallas.org/2.2/CommunityNeedsAssessment.html>

Web: Kretzmann, J, & McKnight, J. (1993). Introduction to "Building communities from the inside out, <http://www.northwestern.edu/ipr/publications/community/intro-building.html> .

Video: Mobilizing Community Assets. With McKnight and Kretzman, CWS V1086

Week 8. October 14, 2009 Intervening in social conditions: action, development, & planning approaches

Topics: More detailed treatment of the roles of planner, developer, organizer, activist, advocate. Overview of the Industrial Area's Foundation, ACORN, Foundation for Community Empowerment, and other community change forces.

Text: Netting, et al., Chapter 9: Building support for the proposed change.

Video: The Democratic Promise: Saul Alinsky and his Legacy. 50 min. CWC V1157

Week 9. October 21, 2009 The organization as client Administrative practice overview

Topics: Introduction to organization theory and the organizational structure of the social services system, including service delivery, standard-setting, advocacy, coalitions, and funding organizations, and their vertical and horizontal relationships. Roles of organizational developer, supervisor, administrator, evaluator, and manager of personnel, funds, and information. Organizational structure and the roles of agency boards.

Text: Netting, et al., Chapter 7: Understanding organizations.

Week 10. October 28, 2009 Assessing organizations

Topics: Setting goals and objectives, process and outcome objectives, financial management, budgets, program evaluation, performance evaluation.

Text: Netting, et al., Chapter 8: Assessing human service organizations.

Assignment Due: *Community Strengths/Needs Assessment.*

Week 11. November 4, 2009 Supervising

Topics: Models of supervision, motivating, communicating, staffing.

Week 12. November 11, 2009

Leading in organizations and communities

Topics: Leadership, strategic thinking, vision/mission, networking, power & authority, resolving conflict, negotiating.

Reading: Kotter, J. P. (Mar/Apr 1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 59-67.

Week 13. November 18, 2009 Oral Presentations

Week 14. November 25, 2009 Oral Presentations

Week 15. December 2, 2009 Integration and synthesis, issues, ethics, course review

Topics: Issues & ethics of practice, developing an individual framework, course review & evaluation.

Drop Policy

If you choose to drop this course, please be attentive to specific dates the University has established for completing this process. It is the student's responsibility to complete the necessary paperwork according to the University's schedule. Not doing so will result in a failing grade.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

E-Culture Policy

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Grade Grievance Policy

School and University grade grievance policies will be followed. The University Undergraduate Grade Grievance policy may be found at

http://www3.uta.edu/catalog/content/general/academic_regulations.aspx#1

The School of Social Work Grade Grievance policy and procedures may be found in the BSW Advising Office.

Bibliography

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