

This package contains model syllabi for both the face-to-face (SWK-S) and online (SWK-D) versions of the course. Use the version applicable to your teaching assignment, and be sure to delete the unused version and this cover page before distributing. Please direct any questions to your program director or coordinator.

SWK-S 509 Social Work Practice II (3 cr.)

Organizations, Communities, & Society

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course provides students with fundamental social work competencies to influence change at the group, community and organizational levels. Special emphasis is being placed on empowerment practices; the dynamics and consequences of human oppression and discrimination; networking competencies; participation in the political process; advocacy for social and economic justice; the development of community intervention plans; and strategies and techniques for working with large systems' practices, program organization, and policy development.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 6: Engage with Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients and constituencies (CSWE, 2015 EPAS, p. 8-9).

- 7: Assess Groups, Organizations, and Communities

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process (CSWE, 2015 EPAS, p. 9).

- 8: Intervene with Groups, Organizations, and Communities

Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals (CSWE, 2015 EPAS, p. 9).

- 9: Evaluate Practice with Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness (CSWE, 2015 EPAS, p. 9).

Course Objectives

1. Understand the unique roles of social work macro-practice at the group, community and organizational levels.
2. Demonstrate practice competencies using appropriate theories, models, and frameworks with application at the group, organization, community levels.
3. Evaluate a community issue(s), including the strengths, assets and needs of neighborhoods and various population groups.
4. Demonstrate how to assess and plan an organizational, human service system or community intervention aimed at improving the quality of life of those served.
5. Analyze issues of social, economic, and environmental justice, power, and equity that lead to discrimination, economic deprivation, and oppression for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in relation to political, social, cultural, and economic factors.
6. Demonstrate cultural humility and cultural competence in working with communities that have been traditionally marginalized on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
7. Examine social work values and value dilemmas as they relate to interventions at the group, organizations, and community levels.
8. Apply technological assets in support of community and organizational practice.

Required Texts

Netting, F. E, Kettner, P. M., McMurtry, S. L., & Thomas, L.M. (2012). *Social work macro practice* (6th ed.). Boston: Allyn and Bacon.

Course Content

In this course, students will develop community practice skills recognizing the unique roles of groups and organizations within community settings along with the significant political and policy contexts. Students will explore differential assessments and interventions within communities that address diverse populations and correlating social issues. These populations include, but are not limited to, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Practice content will cover strategies for achieving social, economic, environmental justice and combating the causes and effects of institutionalized forms of oppression with a focus on cultural humility at all levels of intervention. **Students will increase knowledge and practice skills for macro level group work both at the organizational level and within community settings through a focus on group processes and social change strategies.** This course will also utilize a variety of community development frameworks and models of management and organization to advance practical skill building with an emphasis on social work values and ethics.

Students will accomplish the learning objectives in this course through a variety of classroom tools including lectures, videos, small and large group discussions, group projects, written assignments and/or student presentations. The primary evaluation of student learning will be completed through a semester-long small group project exploring the interface of organizations and community through a Community Needs Assessment.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Resources

Mizrahi, T. and Davis, L.E. (ed.) (2008). *Encyclopedia of social work (20th ed.)*. Washington, DC: National Association of Social Workers.

National Association of Social Workers (2012). *Social work speaks: NASW policy statements 2012 – 2014 (9th ed.)*. Washington, DC: NASW Press.

A variety of website resources may also be helpful in completing assignments:

[Association for Community Organization and Social Administration \(ACOSA\):](#)

[The Community Toolbox](#)

[Center for Community Change](#)

[The Community Organizing Website](#)

[GrassrootsFundraising.org](#)

[The Center for High Impact Philanthropy](#)

[Institute for Research on Poverty](#)

[The Polis Center/SAVI – Information for Communities](#)

[Electronic Hallway of Evans School of Public Policy and Governance](#)

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas daily.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Announcements or Modules Tab).

Course Outline

Module 1: Engagement with Groups, Organizations and Communities

[Date] – Orientation and Introductions

[Date]- Overview of Macro Practice and Professional Identify

Overview

- A. Systematic Approach – Problem, Population, and Arena
- B. Exploring the Interrelationship of Micro/Macro Social Work Practice
- C. Foundation of Understanding – Theories and Models, Values and Ethics
- D. Professional Identity

Assignments

Readings

1. Netting et al. (2012), Chapter 1
2. Hill, K. A., Ferguson, S. M., & Erickson, C. (2010). Sustaining and strengthening a macro identity: The Association of Macro Practice Social Work. *Journal of Community Practice*, 18:4, 513-527

Individual Assignment

Quiz 1

[Date] – Historical Roots of Macro Practice - Human Rights and Social Justice; Ethical Practice

Overview

- A. Historical Roots of Macro Practice
- B. Changing Dynamics of Communities
- C. Issues of Human Rights and Social Justice in Communities
- D. Ethical Practice

Assignments

Readings

1. Netting et al. (2012), Chapter 2
2. Hardin, D. (2004). Guidelines for ethical practice in community organization. *Social Work*, 49(4), 595-604.

Individual Assignment

Quiz 2

[Date] – Cultural Humility and Cultural Competence with Diverse Populations

Overview

- A. Developing Cultural Humility
- B. Issues of Social, Economic, and Environmental Justice, Power, and Equity
- C. Framework for Engaging Population Groups
- D. Developing Authentic Group Engagement Skills
- E. Introduction to Task-Oriented Groups for Social Change

Assignments

Readings

1. Netting, et al. (2012), Chapter 3
2. Fisher-Borne, M., Montana Cain, J. & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence, *Social Work Education*, (34) 2, 165-181, DOI: 10.1080/02615479.2014.977244
3. Indicators for the achievement of the NASW standards for cultural competence in social work practice (2015). National Association of Social Workers.

Group Assignment

Presentations - Project Introduction

Individual Assignment

Quiz 3

Module 2 – Assessment with Groups, Organizations, and Communities

[Date] – Assessing Community and Organizational Problems

Overview

- A. Rational Planning Approach
- B. Quantitative and Qualitative Research

Assignments

Readings

1. Netting, et al. (2012), Chapter 4
2. [Campbell, E., & Lassiter, L.E. \(2010\). From collaborative ethnography to collaborative pedagogy: Reflections on the other side of Middletown project and community-university research partnerships. *Anthropology and Education Quarterly* \(41\) 4, 370-385 \(DOCX, 48KB\).](#)
3. [Centers for Disease Control](#)
4. [Social Work Policy Institute](#)

Group Assignment

Gantt Chart Due

Individual Assignment

Quiz 4

[Date] – Using Geographic Information Systems in Social Sciences

Overview

- A. GIS
- B. SAVI
- C. Asset Mapping
- D. Needs Assessment

Assignments

Readings

1. GIS Module
2. [Teixeira, S. \(2016\). Qualitative geographic information systems \(GIS\): An untapped research approach for social work. *Qualitative Social Work* \(0\) 0, 1-14](#)
3. NASW, ASWB, CSWE, and CSWA (2017). [Standards for technology in Social Work practice](#)

Individual Assignment

Quiz 5

[Date] – Understanding and Assessing Communities

Overview

- A. Characteristics, Structures, and Stakeholders
- B. Theories and Models

C. Asset Mapping/Community Capacity

Assignments**Readings**

1. Netting et al. (2012), Chapters 5 and 6
2. McKnight, J. and Kretzmann, J. (1996). *Mapping community capacity*. Institute for policy research. Northwestern University.

Group Assignment

Presentations - Project Review and Feedback

Individual Assignment

Quiz 6

[Date] - Understanding and Assessing Organizations**Overview**

- A. Organizational Theories and Concepts
- B. Human Service Organizations - Public, Non-Profit, and For-Profit
- C. Task Environment
- D. Internal Environment - Mission Statement, Leadership and Management, Strategic Planning, and Cultural Competence

Assignments**Readings**

1. Netting et al. (2012), Chapters 7 and 8

Individual Assignment

Quiz 7

[Date] - **No Formal Class. Groups meet in community settings for data collection and interviews.

Module 3: Intervention with Groups, Organizations, and Communities

[Date] – Support, Strategies, and Tactics for Proposed Change

Overview

- A. Systems of Change
- B. Change Approaches
- C. Group Work Approaches for Social Change – Citizen Participation and Social Justice Organizing

Assignments**Readings**

1. Netting et al. (2012), Chapters 9 - 10
2. Checkoway, B. (1995). Six strategies of community change. *Community Development Journal*, 30 (1) 2-20
3. Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work with Groups*, 35(3), 287-295 doi: 10.1080/01609513.2012.656233

Individual Assignment

- Quiz 8
- **Key Informant Research and Interview Papers Due**

[Date] – Group Assignment - Community Needs Assessment Presentations with Feedback

[Date] - Planning and Implementing Interventions

Overview

- A. Action Plans – Goals, Outcome Objectives, Process Objectives, and Tasks
- B. Use of Logic Models in Intervention Planning

Assignments

Readings

- 1. Netting et al. (2012), Chapter 11

Individual Assignment

Quiz 9

Task-Oriented Group Observation Reflection Due

Module 4: Evaluation with Groups, Organizations, and Communities

[Date] – Monitoring and Evaluating Interventions

Overview

- A. Methods for Monitoring and Evaluation
- B. Stakeholder Impact
- C. Ethical Implications
- D. Evaluating outcomes for task-oriented groups

Assignments

Readings

- 1. Netting et al. (2012), Chapter 12

Individual Assignment

Quiz 10

[Date] – Course Wrap-Up

Overview

- A. Final Discussion of Group Project and Organizational Response
- B. Reflection on Community Assessment Group Process

Assignments

Group Assignment – Community Needs Assessment Paper

[Date] – Evaluations

Individual Assignment

Group Evaluation and Reflection

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced via technology, double-spaced, with one-inch margins on all sides, carefully edited, using no smaller than a 12-point font, and conforming to APA style (6th ed.)

Assignments

1. Phase One - Project Introduction (Group Assignment)
 - a. DUE:[Date]
 - b. Final Grade Percentage:5%
2. Gantt Chart (Group Assignment)
 - a. DUE:[Date]
 - b. Final Grade Percentage:5%
3. Phase Two – Project Review (Group Assignment)
 - c. DUE:[Date]
 - d. Final Grade Percentage:5%
4. Key Informant Research and Interview (Individual Assignment)
 - e. DUE:Week 11
 - f. Final Grade Percentage:10%
5. Task-Group Observation Reflection (Individual Assignment)
 - g. DUE:[Date]
 - h. Final Grade Percentage:5%
6. Community Needs Assessment Presentation (Group Assignment)
 - i. DUE:[Date]
 - j. Final Grade Percentage:20%
7. Community Needs Assessment Paper (Group Assignment)
 - k. DUE:[Date]
 - l. Final Grade Percentage:25%
8. Final Evaluation and Reflection (Individual Assignment)
 - m. DUE:[Date]
 - n. Final Grade Percentage:10%
9. Review Quizzes (Individual Assignment)
 - o. DUE:[Date]
 - p. Final Grade Percentage:10%
10. Homework
 - q. DUE:[Date]
 - r. Final Grade Percentage:10%

Assignment Details

Task-Oriented Group Observation Reflection

Students will observe and write a two-three page reflection on a task-oriented group in a community or organization setting. Ideally, this observation will be coordinated with the organization that the student is collaborating with for the community assessment project. Students will draw from course readings to inform the observation process:

Netting et al., Chapter 3, pgs. 80-85

Checkoway, B. (1995). Six strategies of community change. *Community Development Journal*, 30 (1) 2-20

Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work with Groups*, 35(3), 287-295 doi: 10.1080/01609513.2012.656233

Observations will include the following 5 components:

1. **Group Purpose and Composition** - Describe the (1) task-oriented group you observed, (2) its focus, and (3) membership composition. Include date of your observation and the purpose of the meeting you are observing.
2. **Relationship-Building and Interpersonal Dynamics** - Draw from Woodford and Preston's (2011) principles for engaging group members (Netting et al., pg 81). Analyze of the relationship-building and interpersonal dynamics present in the group processes
3. **Group Engagement Processes** - Apply concepts from the Phases of Group Engagement (Netting et al., pgs 82 – 83), apply and analyze the task-group's efficacy with the three phases of planning, recruitment, and group formation, as outlined in the table on pg. 83.
4. **Strategies for Social Change** - Using strategies for social justice and change outlined by Checkoway (1995) and Staples (2012), outline how this task-oriented group seeks to address issues of social justice and human rights? Describe their strategies for collective action. How might they evaluate the outcomes of the group approaches?
5. **Personal Reflection** – How did engaging with this task-oriented group process expand, deepen, and/or challenge your learning with macro-level social work practice? Explain one or two main points from this assignment that are most meaningful for your learning.

Include in-text citations (applying APA formatting) to the course readings above and other scholarly sources you may use to inform your reflection.

Community Needs Assessment (Signature Assignment)

Directions:

You will work in groups to complete this project. You should plan to start working on this assignment early in the semester, and use the class release from XXXX to advance on this assessment. There are four phases to this assignment:

PHASE 1: Project Selection

- **First**, choose a rural community or an urban/suburban neighborhood as agreed upon by your small group. It is best if the geographic locale is in close enough proximity to either your homes or places of work/volunteering to enable all of you to engage in a community assessment.

- **Second**, identify a relatively small not-for-profit or community-based organization in that geographic area that would benefit from a community assessment. Small organizations typically do not have enough professional staff members or the luxury of time to do assessments that will contribute to their planning efforts. It is critical to identify the organization quickly, meet with its director, organizer, or a board member to get official support for your effort. The individual(s) your group engages should be able to discuss with you the mission, goals, activities and future plans of the organization in order to guide your assessment effort.

Submit and briefly present in class on XXX (This is a group assignment):

1. Name and geographic location of the selected community or neighborhood (a map will be useful) and why your group selected it;
2. Some general characteristics, such as, socio-economic, predominant race or ethnic groups, urban/rural, etc. These characteristics don't have to be supported by data at this time, but would reflect an outsider's view of the locale.
3. The organization with which you propose to work and the contact you have made.
4. A general overview of the organization's focal points or interest areas for your community assessment.

PHASE TWO: Organizing Your Group and Activities

Step 1. Meet with your organization and its representatives.

- Determine the specific types of information that will be helpful to them that will contribute to their planning efforts. Be sure that you learn about and are able to document the mission, goals, activities and future plans of the organization in order to guide your assessment effort.
- Questions to consider during this meeting:
 - What are we hoping to learn from this needs assessment?
 - What population within our defined community are we specifically interested in?
 - What would we most like to learn about this population and their needs?
 - Which of the things you want to learn are of the highest priority?

Step 2. Review the [Community Tool Box](#)

- Particularly helpful for this assignment is this page of the Community Tool Box: [Chapter 3, Assessing Community Needs and Resources, Section 2, Understanding and describing the community](#).

Students are encouraged to review and draw upon the "Main Section" once you get to the web site above. Review this section to build your strategy for undertaking a needs assessment for the community you have selected. You can reinforce what you learn by reviewing and referring to the Power Point that summarizes the contents of section 1. See this link for the downloadable PowerPoint: [Understanding and Describing the Community PowerPoint](#).

Step 3. Refine your focus.

- Based upon your meeting with the organization, refine your ideas about what information you want to collect and how you will collect it. Build your strategy for the community needs assessment. This page from the Community Tool Box site can serve as a guide to develop a plan of action for your assessment: [Section 1, Developing a Plan for Assessing Local Needs and Resources](#).
- This is a critical part of your group's work. Decisions you make here, will affect everything else you do, so put your heads together carefully.
- Remember, the organization and community you have chosen will influence all decisions about what types of information you need to collect.

Step 4. Organize your work.

- Identify your group member's strengths and divide labor accordingly. Consider forming small partnerships within your group. Be sure to organize your activities so that each group member has a relatively equal amount of work to do.
- Identify and map out your group's activities for conducting your Community Needs Assessment. Create a **Gantt Chart** to guide your activities.
- Key Informant Interviews. Each group member must conduct at least one key informant interview as part of your community assessment. Your organization may help you decide on your Key Informants.
- Each assessment must include Vital Statistics Data or other data that has particular relevance to the organization and/or the community you selected.

Step 5. Review your plan and your Gantt Chart with the organization.

- Determine if there is anything missing from your plan and adjust accordingly.
- You may conduct this review by email or in person, whichever makes the most sense.
- Provide a copy of your plan/or your Gantt Chart to the instructor and **deliver** an informal 5 minutes presentation to your classmates. **Week X, XXX**

Step 6. Go!

- Use the week of **XXX** class to work on collect your information for your community assessment.

PHASE 3: Delivery

- Develop and **deliver** your Community Needs Assessment PowerPoint/Prezi Presentation to the class during **Week X, XXX**
- Obtain Feedback from your classmates - Seek feedback about what else might you need for your final written report. This is a group assignment.
- Provide an update and draft of your work to the organization. Seek feedback.

PHASE 4: Final Group Paper

- Prepare your final Community Assessment Paper. Remember this is a group authored paper. **Due: XXX**
- Decide on how you would like to deliver your final Community Needs Assessment to the organization and follow through.

Suggested Table of Contents

2. Executive Summary

This is a short version of the overall report that includes the purpose; a brief description of each phase involved, methodology, findings/results, key recommendations, and conclusions (1 page max)

3. Introduction

This section identifies the goal of the assessment, the organization you work with, who is doing the assessment for what purposes; and who is going to benefit from this community assessment report.

4. Community characteristics

Using community observation, census data and other computerized sources

5. Methods

How did you collect your data (surveys, interviews, focus groups, etc.)

What instruments did you use, or adapted? Please give a brief overview.

6. Data collection sample/demographics

Participants' profile – this should include graphs and tables describing the sample that you surveyed (e.g. gender, ethnicity, level of education, role in the community, number of years residing in the community, etc.)

7. Findings

Please make sure to include a subsection on the community assets along with the identified community challenges.

8. Recommendations: These recommendations need to be feasible and realistic and, when possible, be supported by best practices literature.

9. Conclusions

10. References

11. Appendixes

Ideas for inclusion in your final community assessment report:

- Photographs of the area
- A poster that would tell a stranger what this neighborhood is like and what they might expect if they visited it.
- Charts that illustrate key data
- Gantt Chart that illustrates your group's planning and deadlines
- Consider binding your final report for the agency with a nice cover/title page. BE CREATIVE!

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate

students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

SWK-D 509 Social Work Practice II: Organizations, Communities, and Societies (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXX

Course Description

This course provides students with fundamental social work competencies to influence change at the group, community, and organizational levels. Special emphasis is being placed on empowerment practices; the dynamics and consequences of human oppression and discrimination; networking competencies; participation in the political process; advocacy for social and economic justice; the development of community intervention plans; and strategies and techniques for working with large systems' practices, program organization, and policy development.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- Competency 6: Engage with Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients and constituencies (CSWE, 2015 EPAS, pp. 8-9).

- Competency 7: Assess Groups, Organizations, and Communities

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process (CSWE, 2015 EPAS, p. 9).

- Competency 8: Intervene with Groups, Organizations, and Communities

Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals (CSWE, 2015 EPAS, p. 9).

- Competency 9: Evaluate Practice with Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness (CSWE, 2015 EPAS, p. 9).

Course Objectives

1. Understand the unique roles of social work macro-practice at the group, community, and organizational levels
2. Demonstrate practice competencies using appropriate theories, models, and frameworks with application at the group, organization, and community levels
3. Evaluate a community issue(s), including the strengths, assets, and needs of neighborhoods and various population groups
4. Demonstrate how to assess and plan an organizational, human service system or community intervention aimed at improving the quality of life of those served
5. Analyze issues of social, economic, and environmental justice, power, and equity that lead to discrimination, economic deprivation, and oppression for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in relation to political, social, cultural, and economic factors
6. Demonstrate cultural humility and cultural competence in working with communities that have been traditionally marginalized on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
7. Examine social work values and value dilemmas as they relate to interventions at the group, organization, and community levels
8. Apply technological assets in support of community and organization practice

Required Texts

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2016). *Social Work Macro Practice* (6th ed.). Boston, MA: Allyn and Bacon.

Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

In this course, students will develop community practice skills recognizing the unique roles of groups and organizations within community settings along with the significant political and policy contexts. Students will explore differential assessments and interventions within communities that address diverse populations and correlating social issues. These populations include, but are not limited to, age, class, color, culture, disability,

ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Practice content will cover strategies for achieving social, economic, environmental justice and combating the causes and effects of institutionalized forms of oppression with a focus on cultural humility at all levels of intervention. This course will also utilize a variety of community development frameworks and models of management and organization to advance practical skill building with an emphasis on social work values and ethics.

Students will accomplish the learning objectives in this course through a variety of classroom tools including lectures, videos, small and large group discussions, group projects, written assignments, and/or student presentations. The primary evaluation of student learning will be completed through a semester-long project exploring the interface of organizations and community through a Community Needs Assessment.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Introduction to Macro Practice

Week 1

Overview

This module provides an overview of some of the basic concepts associated with macro social work practice and explores macro-level activities that engage the practitioner in organizational, community, and policy arenas.

Assignments

Readings

- 1) Netting, F. E., et al (2016), Chapter 1 from required text.
- 2) Austin, M., Coombs, M., and Barr, B. (2005). Community-centered clinical practice: Is the integration of macro and micro possible? *Journal of Community Practice*, 13(4), 9-30 (Canvas).
- 3) Encyclopedia of Social Work: "Macro Social Work Practice" (Go to the IUPUI library to gain access).

Individual Assignment

- 4) Quick Check Activity: Case Study

Group Assignment

- 5) M1 Group Discussion: Critical Thinking Questions

Module 2: Historical Roots of Macro Practice

Week 2

Overview

This module provides an overview of the historical background of macro practice and explains the ideologies that arose in response to the historical trends of the time. It also highlights how these ideologies continue to influence our society today, and how they impact today's social work practitioner.

Assignments

Readings

- 6) Netting, F. E., et al (2016), Chapter 2 from required text.

Individual Assignment

- 7) Quiz 1: Netting Chapters 1 and 2

Group Assignment

- 8) M2 Group Discussion: Social Justice Continuum

Module 3: Understanding Community and Organizational Problems

Week 3

Overview

This module focuses on the key tasks required to understand communities and social problems in order to know your target population.

Assignments

Readings

- 1) Campbell, E., & Lassiter, L. E. (2010). From collaborative ethnography to collaborative pedagogy: Reflections on the other side of Middletown project and community-university research partnerships. *Anthropology and Education Quarterly*, 41(4), 370-385 (Canvas).
- 2) Netting, F. E., et al (2016), Chapters 3 and 4 from required text.
- 3) National Association of Social Workers. (2007). Indicators for achievement of the NASW standards for cultural competence in social work practice (Canvas).

Individual Assignments

- 4) Quick Check Activity: Identifying a Target Population
- 5) Quick Check Activity: Understanding Culture and Diversity
- 6) M3 Individual Application: Critical Thinking
- 7) Quiz 2: Netting Chapters 3 and 4

Group Assignment

- 8) M3 Group Discussion: Signature Assignment Prep: Project Selection

Module 4: Understanding Communities

Week 4

Overview

This module defines community and community functions and explores how these definitions have changed over time, as well as examines theories and models that offer frameworks for understanding and working with communities.

Assignments

Readings

- 1) Netting, F. E., et al (2016), Chapter 5 from required text.

Individual Assignment

- 2) M4 Individual Application: Critical Thinking Around Community Theory & Perspective

Group Assignment

- 3) M4 Discussion: Community Narrative

Module 5: Assessing Communities

Weeks 5 and 6

Overview

This module presents a particular framework that was designed to effectively guide community assessment and elicit key information to further community transformation through an ongoing change process.

Assignments

Readings

- 1) Netting, F. E., et al (2016), Chapter 6 from required text.
- 2) McKnight, J., & Kretzmann, J. (1996). *Mapping community capacity*. Institute for Policy Research. Northwestern University (Canvas).
- 3) Warren, D., & Warren, R. (1977). How to diagnose a neighborhood. *The Neighborhood Organizer's Handbook*. South Bend, IN: University of Notre Dame Press (Canvas).

Group Assignment

- 4) M5 Group Discussion: Signature Assignment Prep: Organizing Your Activities & Gantt Chart Review

Module 6: Geographic Information Systems and Community

Weeks 7 and 8

Overview

This module provides a basic explanation of Geographic Information Systems (GIS), including how it can be used for community research and assessment.

Assignments

Readings

- 1) Vernon, R. (2003). Geographic information systems. *Journal of Technology in Human Services*, 22(2), 81-87 (Canvas).

- 2) Vernon, R. (2005). Technology convergence and social work: When case management meets geographic information. *Advances in Social Work, 6*(1), 91-96 (Canvas).

Individual Assignment

- 3) M6 Individual Application: Critical Thinking with GIS

Module 7: Understanding Organizations

Weeks 9 and 10

Overview

This module defines what an organization is, including the roles organizations play within communities and society and different organizational theories.

Assignments

Readings

- 1) Netting, F. E., et al. (2016), Chapter 7 from required text.
- 2) O'Connor, M. K., Netting, F. E., & Fabelo, H. (2009). A multidimensional agency survey. *Administration in Social Work, 33*(1), 81-104 (Canvas).
- 3) Briggs, H. B., & McBeath, B. (2009). Evidence-based management: Origins, challenges, and implications for social service administration. *Administration in Social Work, 33*(3), 242-261 (Canvas).
- 4) Collins-Camargo, C., & Royse, D. (2010). A study of the relationship among effective supervision, organizational culture promoting evidence-based practice, and worker self-efficacy in public child welfare. *Journal of Public Child Welfare, 4*(1), 1-24 (Canvas).

Group Assignment

- 5) M7 Group Discussion: Signature Assignment Prep: Community Needs Assessment Presentation

Module 8: Analyzing Human Service Organizations

Weeks 11 and 12

Overview

This module highlights the key areas of Human Service Organization assessment and focuses on the associated social justice and ethical considerations.

Assignments

Readings

- 1) Netting, F. E., et al. (2016), Chapter 8 from required text.
- 2) Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed. CASSP Technical Assistance Center. Georgetown University Child Development Center (Canvas).
- 3) Katz, I. (2008). Reinventing, re-imagining voluntarism and the voluntary sector (Published in *The Nonprofit Times*, June 1, 2008) (Canvas).

Individual Assignments

- 4) Quiz 3: Netting Chapters 7 and 8
- 5) M8 Individual Application: Addressing Diversity and Cultural Competence

Group Assignment

- 6) M8 Group Discussion: Signature Assignment Prep: Final Written Report Rough Draft

Module 9: Strategies for Change

Weeks 13 and 14

Overview

This module looks at the variety of participants, and their respective roles, that are involved in a community change effort. It examines the importance of understanding a system’s capacity for change, potential change approaches, and key questions that should be considered prior to a community change effort.

Assignments

Readings

- 1) Netting, F. E., et al. (2016), Chapters 9 and 10 from required text.
- 2) Checkoway, B. (1995). Six strategies for community change. *Community Development Journal, 30*(1), 2-20 (Canvas).
- 3) Moving Beyond Alinsky Activism (Canvas).
- 4) Mulroy, E. (2000). Starting small: Strategy and the evolution of structure in a community-based collaboration. *Journal of Community Practice, 8*(4), 27-43 (Canvas).

Individual Assignment

- 5) M9 Individual Application: Holding Ground
- 6) Quiz 4: Netting Chapters 9 and 10

Signature Assignment

Individual Assignment

- 7) Signature Assignment: Community Needs Assessment

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

- 1. Quick Check Activity: Case Study (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:1.5%

2. M1 Group Discussion: Critical Thinking Questions (Group Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:4%
3. Quiz 1: Netting Chapters 1 and 2 (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:5%
4. M2 Group Discussion: Social Justice Continuum (Group Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:4%
5. Quick Check Activity: Identifying a Target Population (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:1.5%
6. Quick Check Activity: Understanding Culture and Diversity (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:1.5%
7. Quiz 2: Netting Chapters 3 and 4 (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:5%
8. M3 Individual Application: Critical Thinking (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:3%
9. M3 Group Discussion: Signature Assignment Prep: Project Selection (Group Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:4%
10. M4 Group Discussion: Community Narrative (Group Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:4%
11. M4 Individual Application: Critical Thinking Around Community Theories & Perspectives (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:3%
12. M5 Group Discussion: Signature Assignment Prep: Organizing Your Activities & Gantt Chart Review (Group Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:4%
13. M6 Individual Application: Critical Thinking with GIS (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:3%
14. M7 Group Discussion: Signature Assignment Prep: Community Needs Assessment Presentation (Group Assignment)

- a. DUE:TBD
- b. Final Grade Percentage:4%
- 15. Quiz 3: Netting Chapters 7 and 8 (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:5%
- 16. M8 Individual Application: Addressing Diversity and Cultural Competence (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:3%
- 17. M8 Group Discussion: Signature Assignment Prep: Final Written Report Rough Draft (Group Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:4%
- 18. Quiz 4: Netting Chapters 9 and 10 (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:5%
- 19. M9 Individual Application: Holding Ground (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:3%
- 20. Signature Assignment (Individual Assignment)
 - a. DUE:TBD
 - b. Final Grade Percentage:40%

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and

active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.

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