SWK-S 509 [516] Social Work Practice II (3 cr.)
Organizations, Communities, and Society

Course Information
Semester Year: Fall 2017
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

S509-01 Understand the unique roles of social work macro-practice at the group, community and organizational levels.

S509-02 Demonstrate practice competencies using appropriate theories, models, and frameworks with application at the group, organization, community levels.

S509-03 Evaluate a community issue(s), including the strengths, assets and needs of neighborhoods and various population groups.

S509-04 Demonstrate how to assess and plan an organizational, human service system or community intervention aimed at improving the quality of life of those served.

S509-05 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.

S509-06 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.

S509-07 Examine social work values and value dilemmas as they relate to interventions at the group, organizations, and community levels.

S509-08 Apply technological assets in support of community and organizational practice.

Required Texts


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. 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.

Resources


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**

Week 1 – Orientation and Introductions

Week 2 - 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

Individual Assignment
Quiz 1

Week 3 – 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

Individual Assignment
Quiz 2

Week 4 – Cultural Humility and Cultural Competence with Diverse Populations

Overview
A. Developing Cultural Humility
B. Issues of Social, Economic, and Environmental Justice, Power, and Equity

Assignments

Readings
1. Netting, et al. (2012), Chapter 3

Group Assignment
Presentations - Project Introduction

Individual Assignment
Quiz 3
Module 2 – Assessment with Groups, Organizations, and Communities

Week 5 – Assessing Community and Organizational Problems

**Overview**
A. Rational Planning Approach
B. Quantitative and Qualitative Research

**Assignments**

**Readings**
1. Netting, et al. (2012), Chapter 4
3. Centers for Disease Control
4. Social Work Policy Institute

**Group Assignment**
Gantt Chart Due

**Individual Assignment**
Quiz 4

Week 6 – 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

**Individual Assignment**
Quiz 5

Week 7 – 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

Group Assignment
Presentations - Project Review and Feedback

Individual Assignment
Quiz 6

Week 8 - 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

Week 9 - **No Formal Class. Groups meet in community settings for data collection and interviews.

Module 3: Intervention with Groups, Organizations, and Communities

Weeks 10 and 11 – Support, Strategies, and Tactics for Proposed Change

Overview
A. Systems of Change
B. Change Approaches

Assignments
Readings
1. Netting et al. (2012), Chapters 9 - 10

Individual Assignment
- Quiz 8
- Key Informant Research and Interview Papers Due

Week 12 – Group Assignment - Community Needs Assessment Presentations with Feedback
Week 13 - 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

Module 4: Evaluation with Groups, Organizations, and Communities
Week 14 – Monitoring and Evaluating Interventions

Overview
   A. Methods for Monitoring and Evaluation
   B. Stakeholder Impact
   C. Ethical Implications

Assignments
Readings
   1. Netting et al. (2012), Chapter 12

Individual Assignment
   Quiz 10

Week 15 – Course Wrap-Up

Overview
   A. Final Discussion of Group Project and Organizational Response

Assignments
   Group Assignment – Community Needs Assessment Paper

Week 16 – 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: .................................Week 4
2. Gantt Chart (Group Assignment)
   a. DUE: Week 5
   b. Final Grade Percentage: 5%

3. Phase Two – Project Review (Group Assignment)
   a. DUE: Week 7
   b. Final Grade Percentage: 5%

4. Key Informant Research and Interview (Individual Assignment)
   a. DUE: Week 11
   b. Final Grade Percentage: 10%

5. Community Needs Assessment Presentation (Group Assignment)
   a. DUE: Week 12
   b. Final Grade Percentage: 20%

6. Community Needs Assessment Paper (Group Assignment)
   a. DUE: Week 15
   b. Final Grade Percentage: 25%

7. Final Evaluation and Reflection (Individual Assignment)
   a. DUE: Week 16
   b. Final Grade Percentage: 10%

8. Review Quizzes (Individual Assignment)
   a. DUE: Weekly
   b. Final Grade Percentage: 10%

9. Homework
   a. DUE: 
   b. Final Grade Percentage: 10%

Signature Assignment

**Community Needs Assessment**

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 Power Point: 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

1. 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)

2. 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.

3. Community characteristics
   Using community observation, census data and other computerized sources

4. Methods
   How did you collect your data (surveys, interviews, focus groups, etc.)
   What instruments did you use, or adapted? Please give a brief overview.

5. 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.)

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

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

8. Conclusions

9. References

10. 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]:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>Excellent, Exceptional Quality</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>Superior Quality</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>Very Good, Slightly Higher Quality</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>Good, High Quality (expected of most MSW students)</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>Satisfactory Quality</td>
</tr>
</tbody>
</table>
C+  77%  Marginal, Modestly Acceptable Quality
C   73%  Marginal, Minimally Acceptable Quality
C-  70%  Unsatisfactory Quality
Appendix: Further Reading

There are many excellent bibliographies via the Comm-Org Syllabi Collection edited by Randy Stoecker at the University of Wisconsin School of Social Work and at: COMM-ORG Syllabi Collection.