SOCW 3306: Practice III

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
Examine 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 5306 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 uses 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**

Generalist Macro Practice is required of all except advanced standing students. Social Work Practice III is required of all BSW students.

**Required Textbooks and Other Course Materials**

A course pack is available on the course web site. Readings followed by ** are on online reserve at the UTA library.

**Descriptions of major assignments (See online course pack for details)**

(Numbers behind the assignments indicate the learning objective achieved)

1. **Understanding the generic macro social work process.** Students will write a 5 page paper comparing a community/agency-based approach to an individually-based approach for all stages of the social work process for a social problem. [3, 4, 5, 6]

2. **Understanding community strengths and needs.** Students will assess a community’s capacities and needs related to a social problem. The assessment will be completed and graded in 4 sections (see grading policy below). Feedback will be provided on drafts of assignments emailed at least one week prior to the due date. Students will reflect on their learning by commenting in the class blog each week. [1, 2, 4, 5, 6]

3. **Working in task groups.** Students will complete #2 above by working in groups where they will learn tasks such as committee staffing, workload management, chairing a meeting, and writing meeting notices, agendas, and minutes. Each student will chair their committee at least once and the chair will rotate at each meeting. Each chair will turn in a meeting notice, agenda, and minutes for the meeting(s) which they chair. [3, 4]

**Grading Policy with due dates**

<table>
<thead>
<tr>
<th>Grading</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the generic macro social work process: 5 pg (individual)</td>
<td>26Sep</td>
<td>150</td>
</tr>
<tr>
<td>Macro assmt #1: Condition of Concern (task group)</td>
<td>10Oct</td>
<td>100</td>
</tr>
<tr>
<td>Macro assmt #2: Community description, strengths/needs (task group)</td>
<td>24Oct</td>
<td>100</td>
</tr>
<tr>
<td>Macro assmt #3: Existing services &amp; analysis of one agency (task group)</td>
<td>7Nov</td>
<td>100</td>
</tr>
<tr>
<td>Macro assmt #4: Assessment/Intervention Plan (15pg-5new) (individual)</td>
<td>3Dec</td>
<td>400</td>
</tr>
<tr>
<td>Class blog postings by Sunday midnight. 5 points per 15 weeks</td>
<td>Sunday 12am</td>
<td>75</td>
</tr>
<tr>
<td>Class participation (See attendance policy) 88 possible</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Extra credit: Interviews, attend meetings, observe a community</td>
<td>Before 29Nov</td>
<td>60</td>
</tr>
</tbody>
</table>

A=900-1000 points; B=800-899 points; C=700-799 points; D=600-699 points; F= 599-0 points

**Course Outline/Topics and Readings** (all readings available online via web link or UTA library)

1. **25Aug08** 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.

2. **27Aug08** Historical development of macro practice: 1850-present
   **Topics:** UTA SSW conceptualization of macro generalist practice (accountability, evidence-informed/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 houses); 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:** Kirst-Ashman & Hull, Ch. 1.


3. 3Sep08 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: Kirst-Ashman & Hull, Ch. 6, 9.

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

4-5. 8Sep08-10Sep08 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 informed/based practice, and win/win.
Text: Kirst-Ashman & Hull, Ch. 3.
Web: Evidence based approach to decision making in protective services, www2.uta.edu/ssw/trainasfa/ebpconcept.htm & www2.uta.edu/ssw/trainasfa/ebptdprs.htm

6-7. 15Sep08-17Sep08 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: Kirst-Ashman & Hull, Ch. 8.
Course Pack: Community well-functioning; Checklist to evaluation committee functioning
Video: Ernie Cortez on principles of intervention. V1035 DVD.
Recommended: Watch the movie “Roger and me” by M. Moore and identify the conditions of concern, capacities, needs, intervention strategies, and lessons learned about CAP interventions.

8-9. 22Sep08-24Sep08 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.
Course Pack: Building on community capacity; Continuum of care approach, Example assessment

10-11.  29Sep08-1Oct08  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).
    Course Pack: Review the most recent Dallas and Ft. Worth Needs Assessments.
    Video: Mobilizing Community Assets. With McKnight and Kretzman, CWS V1086

12-13.  6Oct08-8Oct08  Intervening in social conditions: action, development, & planning approaches
    Topics: More detailed treatment of the roles of planner, developer, organizer, activist, advocate. Overview or the Industrial Area’s Foundation, ACORN, Foundation for Community Empowerment, Meetup, and other community change forces.
    Text: Kirst-Ashman & Hull, Ch. 11.
    Course pack: Comparing approaches to social work practice; Planning, community development, and community action approaches to intervening in social conditions.
    Video: The Democratic Promise: Saul Alinsky and his Legacy. 50 min. CWC V1157
    Optional reading on Alinsky: http://www.progress.org/archive/alinsky.htm

14-15.  13Oct08-15Oct08  The organization as client
    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.
    Text: Kirst-Ashman & Hull, Ch. 4.
    Course pack: Human service vs. production organizations.

16-17.  20Oct08-22Oct08  Administrative practice overview
    Topics: More detailed treatment of the roles of organizational developer, supervisor, administrator, evaluator, and manager of personnel, funds, and information. Organizational structure and the roles of agency boards.
    Text: Kirst-Ashman & Hull, Ch. 7.
    Course pack: Organizational charts

18-19.  27Oct08-29Oct08  Assessing organizations
    Topics: Setting goals and objectives, process and outcome objectives, financial management, budgets, program evaluation, performance evaluation.
    Text: Kirst-Ashman & Hull, Ch. 10, 14.
    Course pack: Overview of evaluation types and activities; writing goals and objectives
Supervising
Topics: Models of supervision, motivating, communicating, staffing.
Text: Kirst-Ashman & Hull, Ch. 2.
Course pack: Supervision checklist; Handling workplace stress

Leading in organizations and communities
Topics: Leadership, strategic thinking, vision/mission, networking, power & authority, resolving conflict, negotiating.
Text: Kirst-Ashman & Hull, Ch. 5.

Societal and political practice
Topics: links between macro practice and social policy practice, macro social work at the international level, and legislative practice and the UTA internship program.
Text: Kirst-Ashman & Hull, Ch. 13.
Course Pack: Process for ranking needs, objectives, etc.

Open topic to be selected based on class interest.

Integration and synthesis, issues, ethics, course review
Topics: Issues & ethics of practice, developing an individual framework, course review & evaluation.
Text: Kirst-Ashman & Hull, Ch. 12.
Course Pack: Thoughts on developing personal CAP framework

Attendance Policy
Attendance will be taken for classes 2+ to encourage participation. Each classed missed will result in a 3 point deduction from the class participation score. So perfect attendance is worth 26 classes X 3 points per class = 78 points. Other participation points can be awarded based on effort devoted to working in an online task group, submission of resources to the listserv, class participation, submission of task force minutes (10 points), etc. A total of 75 of the 88 or so possible participation points will count toward the course grade.

Drop Policy
Refer to university drop policy.

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**
Put your preferred return email address on all papers submitted. 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**
Refer to catalog.

**Confidentiality and Intellectual Property**
Since this course uses a listserv a course Web site, and possibly a chat room, issues related to confidentiality and intellectual property exist. Students should consider that course email and listserv emails are public information. As a general policy, listserv emails should not be forwarded outside the listserv without approval of the message writer. Also, please note that replies to listserv messages are posted to the list. It is a good habit to NOT use the reply feature to send assignments and personal information to the instructor. As with most organizations in the
US, UTA has access to emails that use the UTA network and are stored in a UTA computer. However, copyright law suggests that email and chat room authors own the contents of their emails and chat messages. In summary, use a medium other than email for communications you expect to be confidential and your permission is needed before more than a few sentences of your emails or chat comments can be published.

**Bibliography**


