The University of Texas at Arlington                                          School of Social Work
SOCW 5306-502: Generalist Macro Practice        Prof. Dick Schoech, schoech@uta.edu, 817-272-3964
Spring 2005, Thurs, 6-8:50 pm Rm. 115                   Web:  http://www2.uta.edu/cussn/courses/5306/
                                                                         Office Hrs: Tues, 12-3pm; Wed 12-3pm, Office-D7

# Generalist Macro Practice

## Course Description

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 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 and agency capacities and needs.

## Objectives

- Introduce and integrate the theories, values, and ethnic/gender perspectives related to generalist community and administrative practice (theoretical and conceptual base).
- Examine generalist roles, methods, and strategies in a community or organizational context (knowledge base).
- Develop the core skills necessary to assess community assets/needs and develop an intervention plan (skill base).
- Allow students to explore a personal philosophy and style of community and administrative practice consistent with social work theories, values, perspectives, and ethics (professional base).

## Outcomes

At the conclusion of the course, students will be able to:

- Apply ecological systems theory to communities and organizations.
- Relate the development of macro practice to the general history of social work in the U.S. and the world.
- Describe typical roles a macro generalist social worker assumes, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager.
- Demonstrate generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities.
- Demonstrate the importance of using the strengths/capacities, empowerment, and evidence based practice principles to guide practice.
- Articulate the values of social and economic justice and participation for disadvantaged/minority populations (children, women, ethnic minorities, the poor, the homeless, people with disabilities, etc.) and diversity of race, gender, class, sexual orientation, religious orientation, and disabilities.

## Assignments (see course pack for details)

1. **Understanding generic macro social work**.  Students write a 5 page paper comparing a community/agency-based approach to an individual-based approach for all stages of the generic social work process for a social problem of their choice.

**Macro assessment:  understanding and assessing community and agency capacities/needs.** Students will work individually and in committees to assess a community's capacities/needs related to a condition of concern/social problem.  The assessment will be completed and graded in 4 sections (see grading

below). Committees will use basic parliamentary procedure (bob's rules). 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. Feedback will be provided on drafts of assignments emailed at least one week prior to the due date.

| Grading | Due Date/Class | Points |
|---|---|---|
| Understanding generic macro social work: 5 page paper (individual) | 24Feb, Class 6 | 150 |
| Macro assmt #1: Condition of Concern (task force) | 3Mar, Class 7 | 100 |
| Macro assmt #2: Community description, strengths/needs (task force) | 24Mar, Class 9 | 100 |
| Macro assmt #3: Existing services & analysis of one agency (task force) | 14Apr, Class 12 | 100 |
| Macro assmt #4: Assessment/Intervention Plan: 15 page paper (individual) | 5May, Class 15 | 400 |
| Class participation | | 150 |
| Extra credit: Interviews, attend meetings, observe a community | Before 28 Apr | 60 |

A=900-1000 points; B=800-899 points; C=700-799 points; D=600-699 points; F=less than 599 points
Attendance will be taken after the break for classes 2+ to encourage participation. Each classed missed for unavoidable work or health related reasons, usually provided before class, will result in a 5 point deduction from the class participation score. Five points each week will be given class for a critical question on each reading/text chapter. Other participation points will be 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.

**Course Texts and Reading Materials**
Kirst-Ashman, K.K. & Hull, G.H. (2001). Generalist practice with organizations and communities. 2nd edition. Belmont, CA: Brooks/Cole.
A course pack is available on the course web site and at agreed upon locations.
** after readings below indicates reading is available online from your home via the UTA library. See *via http://libraries.uta.edu/dillard/subfiles/swjguide.htm*


# Sessions

### 1. 20Jan05: 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. 27Jan05: Historical development of macro practice: 1850-present
**Topics:** UTA SSW conceptualization of macro generalist practice (accountability, evidence-based practice, ethical practice, self awareness, contingency based analysis, theoretical challenges, and values). Social movements that gave rise to social work (mental hygiene, public health, child saving, labor, COS, settlement house); social work organizations and macro practitioners; public role in administration of social welfare; macro practice trends in each decade, contemporary state of macro practice.
**Text:** Kirst-Ashman & Hull, Ch. 1.
**Course pack:** Arlington Mental Health Assessment and Intervention Plan Example, Human Services, Who is the client; Net Etiquette or Netiquette
**Reading:** Johnson, Y.M. (1999). Indirect work: Social work's uncelebrated strength. Social Work, 44 (4), 323-34.**

**3. 3Feb05: Generalist macro practice, change process, practice roles, levels of intervention**
   **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 levels.
   **Text:** Kirst-Ashman & Hull, Ch. 6, 9.
   **Reading:** Tropman, J.E. (1996). Ch 2 Managing agenda organization. In *Making meetings work*. Thousand Oaks CA: Sage
   **Course pack:** Change process-community perspective; Brainstorming; Nominal group; Activities 1st meeting; Working in an online task group; Sample meeting notice, agenda, and minutes.

**4. 10Feb05: Generalist macro practice, theories, values, and perspectives**
   **Topics:** Ecological systems theory; Social work values of social and economic justice, democratic participation, and diversity; Perspectives of empowerment, strengths/capacities, evidence based practice, and win/win, informal presentation of DP/CAP paper.
   **Text:** Kirst-Ashman & Hull, Ch. 3
   **Course pack:** Systems theory, How diverse is the world, Win/win
   **Reading:** Saleebey, D., (1997). Community development, group empowerment, and individual resilience, In D Saleebey (Ed.), The strengths perspective in social work practice (2nd ed., pp199-216). NY: Longman.
   **Reading:** Parsons, R.J., Gutierrez, L.M., & Cox, E.O., (1988). A model for empowerment practice. In L.M. Gutierrez, R.J. Parsons, & E. O. Cox (Eds.), Empowerment in social work practice (pp 3-23). Pacific Grove: Brooks/Cole.
   **Web:** Evidence based approach to decision making in protective services, www2.uta.edu/ssw/trainasfa/ebpconcept.htm & www2.uta.edu/ssw/trainasfa/ebptdprs.htm

**5. 17Feb05: 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, informal presentation of DP/CAP paper.
   **Text:** Kirst-Ashman & Hull, Ch. 8
   **Course Pack:** Community well-functioning; Checklist to evaluation committee functioning
   **Web:** Cortes, E. (1996). Reweaving the social fabric. http://www.tresser.com/ernesto.htm
   **Recommended:** Watch the movie "Roger and me" by M. Moore. List conditions of concern, capacities, needs, intervention strategies, and lessons learned about CAP interventions.

**6. 24Feb05: 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.
   **Reading:** Kettner, P. M., Moroney, R. M. & Martin, L. L. (1999). Designing and managing programs. 2nd ed. Thousand Oaks, CA: Sage. Ch, 2 "Understanding social problems."
   **Course Pack:** Building on community capacity; Continuum of care approach, Example assessment

**7. 3Mar05: Assessing social conditions and communities**
   **Topics:** Approaches to community assessment, primary and secondary data sources, data collection methods (e.g., observation, document analysis, surveys, public forums, interviews, focus groups), types of information (e.g., baseline data for planning and evaluation data sources for assessment), views of need (normative, perceived, expressed, relative).
   **Web:** Kretzmann, J, & McKinght, J. (1993). Introduction to "Building communities from the inside out, http://www.northwestern.edu/ipr/publications/community/introd-building.html

**8. 10Mar05: 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, 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

**Web:** Mizrahi, T. (2001). Basic principles for organizing: Perspectives from practice. http://guthrie.hunter.cuny.edu/socwork/ecco/bpfo.htm

**17 Mar05 Spring Break**

**9. 24Mar05: 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, 5

**Course pack:** Human service vs. production organizations.

**10. 31Mar05: 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

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

**Course pack:** Organizational charts

**11. 7Apr05: 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

**12. 14Apr05. Supervising**

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

**Text:** Kirst-Ashman & Hull, Ch. 2, 15, 16.

**Course pack:** Supervision checklist; Handling workplace stress

**13. 21Apr05: Leading in organizations and communities**

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

**14. 28Apr05: Societal and political practice**

**Topics:** links between macro practice and social policy practice, macro social work at the international level, legislative practice and the UTA internship program.

**Text:** Kirst-Ashman & Hull, Ch. 13

**Course Pack:** Process for ranking needs, objectives, etc.

**15. 5May05: 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

**Note:** To avoid receiving a failing grade due to absences, it is the student's responsibility to withdraw from or drop the class according to University guidelines and time frames.

**Americans with Disabilities Act (ADA):** 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 93112 - The Rehabilitation Act of 1973 as amended. If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:** The University supports a variety of student success programs to help you connect with the University and achieve academic success. They 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.

**Academic Honesty:** 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 at The University of Texas at Arlington. 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. "Academic 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, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**Bomb Threats:** If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

**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 are published.