Assignment: Paper Comparing Micro & Macro Approaches

This paper allows students to tell two fictitious/real stories. One story tells is about a direct practice social worker who used the generic social work process to help an individual with a human service condition/problem. The other story is about a community/administrative practice social worker who used the generic social work process to help a community/agency with a similar condition/problem. After presenting these two stories in a table on page 1 of the assignment, you will discuss the advantages/disadvantages of each approach, the most appropriate approach for the problem/condition, and your personal capacities to implement a CAP approach. The assignment helps you understand that DP and CAP use the same generic process, but that different stakeholders and processes are involved. It also allows students to assess their current CAP capabilities and to design ways to overcome their current CAP limitations. Feedback will be provided on drafts of assignments emailed at least one week prior to the due date.

The paper will be a maximum of 5 pages, excluding the cover page and reference list. Use APA formatting. The initial page will be a single spaced table outlining the two approaches; see parts A & B (below) and example (next page). The four remaining double spaced pages will contain items C-E. You may email or turn in a draft for comments up until one week prior to the due date.

A) How you followed the social work change process (1-6 below) to addressed an individual’s condition/problem. Identify your client (target population), yourself (the change agent), and the larger system. The typical DP client is an individual or small group, e.g., Jane Doe. The change agent is an MSSW counselor, e.g., Suzie Smith, MSSW.

1) Engagement/sensing: Establishing relationships, listening, exploring the situation, identifying key characters, and creating the urgency/momentum to move forward.

2) Clarifying overall direction: Clarifying expectations and intentions, setting the agreed upon vision that focuses the intervention, setting principles that guided actions.

3) Assessment: Determining the client’s needs and capacities, e.g., data sources, data, and collection methods.

4) Prioritized needs and capacities: Prioritized needs/capacities summarize the assessment.

5) Intervention planning: Setting intervention goals and objectives (outcome and process).

6) Monitoring, evaluation, and termination: Setting up feedback mechanisms to insure that the intervention was implemented as planned, achieved the goals, and met the needs along with terminating the client relationship.

B) How you followed the social work change process (1-6 above) to addressed a community/agency condition/problem. Identify your client (target population), yourself (the change agent), and the larger system. The typical CAP client is an agency/community, e.g., East Dallas. The change agent is an MSSW assigned to work with that condition/problem, e.g., a United Way employee.

C) List the advantages/disadvantages of both approaches for the client and major stakeholders involved in your clients’ problem/condition.

D) Indicate what characteristics of your problem/condition makes the DP or CAP approach the preferred approach and why?

E) List your current capacities to carry out a CAP approach. Indicate how you can build on these capacities in future community and administrative work. Then, list what you need to make you a better social worker in a CAP setting. Indicate what you can do in future MSSW courses, fieldwork, and volunteer work to obtain the CAP knowledge and skills you need. Support your analysis in sections C, D, and E with the text, course readings, and lecture notes.
**Problem/condition:** Teen substance abuse

**DP client:** Johnny, a Podunk high school senior, who has a drug problem. **Larger system:** Johnny’s family

**DP change agent:** a Podunk High social worker. **Larger system:** Podunk High

**DP stakeholders:** Johnny, his teachers, his mother, his father, his only brother

**CAP client:** Podunk High, which has many seniors with drug problems. **Larger system:** Podunk ISD

**CAP change agent:** a Podunk High social worker. **Larger system:** Podunk High

**CAP stakeholders:** Podunk High School students, Podunk High School officials and ISD board members, community politicians, church leaders, drug abuse agencies, alcohol and drug industry representatives, etc.

<table>
<thead>
<tr>
<th>Stage</th>
<th>DP activities</th>
<th>CAP activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement Sensing</td>
<td>Met with family to listen and explain the DP process. Stressed the need for Johnny to get drugs under control before graduation. Talked to Johnny’s teachers.</td>
<td>Met with stakeholders to listen and explain the CAP process. Stressed the need for the community to become proactive. Researched model programs. Formed task force.</td>
</tr>
</tbody>
</table>
| Clarifying overall direction | The vision for Johnny was to understand his drug problem and to be drug free by graduation. Intervention principles were:  
  • Johnny’s problem is a family problem
  • Only Johnny and his family and teachers will know about the counseling
  • Periodic drug testing is part of being honest during counseling. | The vision for Podunk was to reduce the number of students with substance abuse problems and to create a resilient community. Intervention principles were:  
  • Teen drug abuse is a school and community problem
  • Prevention is less expensive than treatment. Incarceration is the least effective and most costly interventions. |
| Assessment                   | Examined Johnny’s drug abuse history, the drug abuse history of Johnny’s family, and the strengths of Johnny and his family. | Task force collected incidence & prevalence data from stakeholders on the extent of the teen drug problem in Podunk community and what resources exist to combat drug abuse. |
| Developing Prioritized needs and capacities | Needs/capacities of Johnny & family were:  
  #1 need: To become drug free and graduate  
  #2 need: To understand drug abuse  
  Capacity: Intact family, Johnny is motivated, Johnny desires to go to college. | Needs/capacities of Podunk were:  
  • Need 1: To reduce the number of Podunk teens abusing drugs.  
  • Need 2: to increase teen and citizen understanding of drug abuse.  
  • Capacity 1: TV stations competitive/concerned  
  • Capacity 2: Podunk is a wealthy area |
| Intervention planning        | Goal: Johnny should be drug free  
  Outcome objective: To have Johnny certified drug free and more resilient by graduation as measured by standard tests.  
  Process objective: To provide 10 hours of family counseling accompanied by drug testing by graduation as measured by school records. | Goal: To have drug abuse as a rare choice for Podunk students and residents.  
  Outcome objective: Podunk citizens and High school students will increase their understanding of drug abuse by 20% within one year as measured by a community/school survey  
  Process objective: Air 20 hours of public service drug prevention announcements in Podunk and in Podunk High within one year as measured by TV records. |
| Monitoring, evaluation, termination | Weekly reports by Johnny to the school counselor on progress, measures of resilience, random drug testing. | Student and citizen drug knowledge and use survey will be conducted pre and post objective implementation, then yearly. Police drug arrest rates will be monitored. |