

**Social Work 362 - Social Work Methods:
Community Organization and Social Service Administration
Spring 2022
Mondays 6pm – 8:50pm, March 28th – May 9th**

Instructor: Margaret Kubek (she, her, hers), MSW, MS

Office Time: Mondays 8:15-8:45pm; virtual on Zoom, Thursday noon – 2pm or by appointment.

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Course Description

This course focuses on the application of generalist social work methods and planned changes within organizations and communities. It explores how agency and community contexts influence vulnerable populations, shape social policy, and transform social advocacy. Macro change methods are researched and used to assess an organization and develop a macro change program proposal.

Course Materials

The following texts are required for this class:

Kirst-Ashman, K. & Hull G.H. (2018) *Generalist practice with organizations and communities*. 7th edition. Boston: Cengage Learning

Documentaries are posted in Canvas.

Course Format

This course will be a blend of in-person, weekly classes and weekly asynchronous learning in Canvas. The course format will include small and large group discussions, lecture, and task force group methods lab.

Course Objectives

Students who successfully complete this course will be able to:

1. Describe generalist social work practice as it relates to macro work with organizations and communities.
2. Assess organizations to promote change in vulnerable populations.
3. Assess social problems and propose appropriate strategies in organizations and communities.
4. Examine the social advocacy change process at the macro level; in particular assessment, intervention, and evaluation.
5. Incorporate knowledge obtained from other courses to evaluate, synthesize, and apply macro social work practice.

Course Requirements

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| 1. Participation and Attendance | 140 points |
| 2. Post to discussion board (week of April 25 only) | 50 points |
| 3. Macro Change Paper | 160 points |
| Paper 1: Organizational overview (40 points) | |
| Paper 2: Population for advocacy (60 points) | |

Paper 3: Program proposal (60 points)

Grading Scale

		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance & Participation Expectations

- ◆ You are expected to **attend class, read all assigned readings and watch assigned media prior to class.** Attendance is taken at the beginning of class. If you are unable to attend class, please make every effort to alert me to your absence PRIOR to class.
- ◆ Our classes will be highly interactive. Class will consist of:
 - ◆ My lecture on assigned readings
 - ◆ Small group discussion of the documentary
 - ◆ Task force group methods lab

Workload

As this is an 8 week three credit course, the workload, expectations, and pace of the course is more intense. You will read one chapter each week and watch one documentary related to macro practice. I will provide a lecture and overview of the readings; in particular, as they relate to your papers. Be sure to watch the documentaries before class as we will discuss them in small groups.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate an alternate due date which typically falls within a two-week timeframe from the original due date. You must do this **BEFORE THE DUE DATE** unless there is an emergency. Requesting an extension does not automatically mean that you will receive one.

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Plagiarism

It is a requirement that all work not original will be properly referenced. Students **MUST CITE ANY AND ALL** work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated.

Covid 19 and variants

We will remain adaptable and flexible during this time.

Should we need to switch our class meetings to Zoom, I will alert you to this as soon as possible. Keep an eye on Canvas announcements.

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Policy Related to Sexual Violence on the UWSP Campus

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

Support for Students Requiring ADA Accommodations

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are

examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

READING, ASSIGNMENTS, AND CLASS TOPICS

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

Please note that we will not read the textbook in chronological order.

Week 1 (March 28) Syllabus and Course Overview

<p>TO DO LIST:</p> <ul style="list-style-type: none"> • Read the syllabus • Recommended reading: Chapter 1 	<p>IN CLASS WE WILL:</p> <ul style="list-style-type: none"> • Review the syllabus and expectations for class • Watch “Hull House” and discuss • Set up task force groups 	<p>DUE:</p> <p>N/A</p>
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Week 2 (April 4)

<p>TO DO LIST:</p> <ul style="list-style-type: none"> • Read chapter 5 • Watch “12 Angry Men” 	<p>IN CLASS WE WILL:</p> <ul style="list-style-type: none"> • Discuss chapter 5 • Discuss “12 Angry Men” and micro skills • Task force methods 	<p>DUE:</p> <p>Organizational overview paper (4/10)</p>
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Week 3 (April 11)

CLASS IS ON ZOOM TODAY

<p>TO DO LIST:</p> <ul style="list-style-type: none"> • Read Chapter 11 • Watch “The Interrupters” 	<p>IN CLASS WE WILL:</p> <ul style="list-style-type: none"> • Discuss chapter 11 • Discuss “The Interrupters” • Task force methods 	<p>DUE:</p> <p>N/A</p>
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Week 4 (April 18)

<p>TO DO LIST:</p> <ul style="list-style-type: none"> • Read Chapter 7 • Recommended reading: Chapter 6 • Watch “The Democratic Promise” 	<p>IN CLASS WE WILL:</p> <ul style="list-style-type: none"> • Discuss chapter 7 • Discuss “The Democratic Promise” and group skills • Task force methods 	<p>DUE:</p> <p>Population for advocacy paper (4/24)</p>
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Week 5 (April 25)

CLASS IS ASYNCHRONOUS THIS WEEK

<p>TO DO LIST:</p> <p>Post to discussion board</p>	<p>IN CLASS WE WILL:</p> <p>No in person class</p>	<p>DUE:</p> <p>Post to discussion board by 4/25; respond to 2 posts by 4/28</p>
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Week 6 (May 2)

TO DO LIST: • Read chapter 10 • Watch “Awake”	IN CLASS WE WILL: • Discuss chapter 10 • Discuss “Awake” • Task force methods	DUE: N/A
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Week 7 (May 9)

TO DO LIST: Work on final paper	IN CLASS WE WILL: Share task force group action plans	DUE: Program proposal paper (5/15)
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HAPPY SUMMER!

Participation and Attendance 140 points (Competency 1)

Ongoing.

- **Attendance (70 points)**

Attendance is expected.

- **Participation (70 points)**

You are expected to engage in small group discussions fully prepared, engaged, and participatory.

Readings and assignments are to be completed on time. The practice of professionalism in the virtual classroom provides a foundation for future social work practice.

Participation points will be based on engagement in class discussions, task force group, and small group documentary discussions.

Discussion Board Post 50 points

The week of April 25 class will be asynchronous.

The purpose of the discussion post is to share “rough draft” ideas for your macro change program proposal (Paper 3). See Canvas for details.

Macro Change Paper 160 Points (Competencies 6-9)

The purpose of this assignment is to practice the social work change process at the organizational level. See following for specifics about each paper.

- **Paper 1: Organizational Overview 40 points (Competencies 6 and 7)**

Due April 10

For this paper, you will select a social service organization and analyze it; you may choose your field placement site or an organization that has a comprehensive website.

See Canvas for details.

- **Paper 2: Population for Advocacy and Social Action 60 points (Competency 7)**

Due April 24

Identify & describe the population **served by the agency you identified in paper 1**. Review at least three (3) academic sources (peer-reviewed journal articles, book chapters, etc.) which contribute to an understanding of the population served by that agency. Reliable websites may be additional resources but cannot substitute for academic sources.

See Canvas for details.

• **Paper 3: Program Proposal 60 points (Competency 8 and 9)**

Due May 15

Develop a proposal for planned change that would improve the quality of life for the population served by the agency you selected for the organization assessment (Paper 1) and population for advocacy paper (Paper 2).

See Canvas for details.

Guidelines for Writing Assignments

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here:
https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html
- ◆ If you are referencing someone else’s work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here:
https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It’s always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ **The UWSP Writing Center** can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I’m happy to provide support around APA style and writing format.

Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.