

SW 362
Social Work Methods: Social Service Administration
Summer 2023

Instructor: Kate Kipp, MSSW, APSW

Office: B-343 Science (Stevens Point) & 85-C South Hall (Wausau)

Office Hours: By appointment in the summer.

Final Exam: Online in Canvas, open/close dates to be determined.

Course Pre-Requisites: Sociology 101, Sociology 261, and acceptance in the social work program.

Undergraduate Student Required Text:

Kirst-Ashman, Karen K., and Hull, Jr., Grafton H. (2014) *Generalist Practice with Organizations and Communities*. 7th edition. Boston, MA: Cengage.

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Community (including Student) Rights & Responsibilities Website:

https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf

I. Course Description

This course is designed to provide knowledge and develop skills for generalist social work practice with communities and organizations. Principles of generalist social work macro practice in organizations including assessment, intervention, and evaluation; social service administrative concerns including relationships between organizations, and issues within the organization including supervision, consultation, research, ethics, and continuing education.

II. CSWE Core Competencies & Practice Behaviors Taught in this Course

The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competence and behaviors we will address as a class are in the table below. The table below does NOT contain all CWSW practice behaviors, only those applicable to our coursework.

CSWE Competency		Demonstrated behaviors for competent practice include:	Assessment for Competency	
Competency 1	Demonstrate ethical and professional behavior.	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and	Module 1 Module 6	ESC I ESC II ESC V

		d. use supervision and consultation to guide professional judgment and behavior.		
Competency 2	Advance human rights and social, racial, economic, and environmental justice.	a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Module 2 Module 4 Module 5 Module 6	ESC I
Competency 3	Engage anti-racism, diversity, equity, and inclusion in practice (ADEI).	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	Module 2 Module 3 Module 5 Module 6	ESC 1 ESC 2
Competency 4	Engage in practice-informed research, and research-informed practice.	a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	Module 2 Module 5	ESC I ESC II ESC III ESC IV
Competency 5	Engage in policy practice.	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Module 5	ESC I
Competency 6	Engage with individuals, families, groups, organizations, and communities.	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Module 2 Module 4	
Competency 7	Assess individuals, families, groups, organizations, and communities.	a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	Module 3 Module 4 Module 5	ESC I ESC II ESC III ESC IV ESC V
Competency 8	Intervene with families, groups, organizations, and communities.	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Module 3 Module 4 Module 5	ESC II ESC III ESC IV
Competency 9	Evaluate practice with individuals, families, groups, organizations, and communities.	a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	Module 3 Module 4 Module 5 Module 6 Module 7	ESC III ESC IV

III. Course Content

Class Format:

The course format will include lecture, videos, and readings. This class will also have a “laboratory” learning style. Students will assess and critically analyze presented information. Students will be required to apply existing knowledge, integrate new concepts and challenge yourself to critically think.

Course Requirements:

Experiencing Social Change Part I	30 points
Experiencing Social Change Part II	20 points
Experiencing Social Change Part III	20 points
Experiencing Social Change Part IV	20 points
Experiencing Social Change Part V	20 points
Experiencing Social Change Presentation	100 points
Discussion Posts	70 points
Final Exam	100 points

Course Assignments:

There are five graded assignments (Experiencing Social Change Parts I through IV), seven discussion posts, and a presentation (Social Change Presentation) to be completed prior to the final exam. Each assignment is a portion of the final presentation, Experiencing Social Change. The purpose of the assignments and final presentation is to think critically, analyze and apply learning and experiences. All written assignments must be submitted via Canvas.

Final Exam

The final exam will be administered in Canvas. Your instructor will provide specifics as the time the exam opens, and closes. The exam will be multiple choice, short answer, and essay.

Grading Scale:

A	=	94-100	significantly above requirements
A-	=	91-93	
B+	=	88-90	
B	=	84-87	above basic requirements
B-	=	81-83	
C+	=	78-80	
C	=	74-77	meets basic requirements
C-	=	71-73	
D+	=	68-70	
D	=	60-67	below requirements
F	=	59 and below	no credit

Guiding Values

In addition to the values of our great university: Community Engagement, Critical Thinking, Diversity & Inclusivity, Lifelong Learning, Professional Preparation, Research & Scholarly/Creative Activity, Student-Centered Environment, and Sustainable Management of Natural Resources,

and our profession: Dignity & Worth of the Person, Service, Competence, Integrity, Social Justice, and Importance of Human Relationships,

our classroom will foster: Growth mindset, Resourcefulness, Ownership, and Curiosity.

IV. Course Policies

Support for Students Requiring ADA Accommodations

UWSP and this instructor support a student's need to request academic accommodations due to disabilities. Please inform me during the first week of semester of any special accommodations a student believes will be needed for meeting class expectations. A copy of the Accommodation Request Form from the Disability and Assistive Technology Center must be given to the instructor within the first two week of the semester so that any needed accommodations can be made. Accommodations will not be made without a completed Accommodation Request Form. Additional information can be gathered from the Center:

<https://www.uwsp.edu/disability/Pages/faculty/accomodations.aspx>

Assignment Policy for Late Papers and Incompletes:

Students are expected to complete course work by the date and time that it is due. The instructor will check the Dropbox to determine that if work was submitted the required due date/time. The instructor will NOT grade late work that is submitted to Canvas unless an alternate due date has been negotiated. Students are responsible to contact the instructor to negotiate an alternate date. The instructor will determine if an alternate due date is appropriate. **Students who send an email seeking an extension for an assignment due the same day are unlikely to receive an extension.**

An incomplete may be given only when the student has been in full attendance, has demonstrated satisfactory work (C level work or better), and can furnish evidence to the instructor the work cannot be completed due to illness or other reasonable circumstances beyond the student's control.

Plagiarism:

It is a requirement that all work *not* original 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. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Professional Communication

Students will utilize professional writing skills when communicating with the instructor by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review.

Emails received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day. The instructor will not check emails after 4:30 PM on weekdays or during the weekend.

V. Course Outline

<p>Module 1</p>	<p><u>We will explore:</u> Introduction to the course Review syllabus & review class expectations Generalist Model of Social Change & Roles in Change Process</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 1 Module ❖ Read Chapter 1 of the textbook.
<p>Module 2</p>	<p><u>We will explore:</u> Review Generalist Model for Change Review basic micro communication skills Interview and communicate effectively in macro contexts Conveying warmth, empathy, and genuineness Understanding privilege, bias and power</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 2 Module ❖ Read Chapter 3 of the textbook. ❖ Complete an implicit bias test at the Harvard Implicit Bias research site. ❖ Post in the Discussion Board located in the Canvas Week 2 Module <p>Harvard Implicit Bias: https://implicit.harvard.edu/implicit/</p>
<p>Module 3</p>	<p><u>We will explore:</u> Leadership skills to improve service delivery Networking to analyze, formulate, and advocate for policies/practices Conflict management Critical thinking skills for conflict resolution</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 3 Module ❖ Read Chapter 4 of the textbook.
<p>Module 4</p>	<p><u>We will explore:</u> Defining organizations, social services, and social agencies Macro context of organizations Conceptual frameworks and organizational theories to guide practice Organizations from a systems perspective</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 4 Module ❖ Read Chapter 5 of the textbook ❖ Experiencing Social Change I is due on by 11:59 PM

Module 5	<p><u>We will explore:</u> Problem identification in organizational change Reviewing personal and professional reality in the change process Goals & Resources or change Costs and benefits to change- micro, mezzo, and macro</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 5 Module ❖ Read Chapter 6 of the textbook ❖ Post in the Discussion Board located in the Canvas Week 5 Module
Module 6	<p><u>We will explore:</u> Systems to visualize change: Macro client, Change Agent, Target & Action Systems Process for initiating and implementing macro level change Goals, objectives, and action steps PERT Charts</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 6 Module ❖ Read Chapter 7 of the textbook ❖ Experiencing Social Change Part II due at 11:59 PM.
Module 7	<p><u>We will explore:</u> Conceptual frameworks to understand communities and neighborhoods Systems perspective to view community as ecological & social systems Concepts to assess change in neighborhoods and communities Social stratification, socio-economic systems, and their impact on human rights</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 7 Module ❖ Read Chapter 8 of the textbook.
Module 8	<p><u>We will explore:</u> Conceptual frameworks and strategies to empower communities Assessing potential for community change SWOT analysis Logic Model Asset mapping Intervene and evaluate change in a community</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 8 Module ❖ Read Chapter 9 of the textbook ❖ Review the W.K. Kellogg Foundation’s Logic Model guide for additional guidance. ❖ SWOT & Logic Model (Experiencing Social Change Part III) due at 11:59 PM.

	<p>https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</p>
Module 9	<p><u>We will explore:</u> Building a mission-based budget for programs/projects Understanding “grant math”</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 9 Module ❖ Experiencing Social Change I is due on by 11:59 PM
Module 10	<p><u>We will explore:</u> Utilize key concepts in macro practice Risk factors for social and economic injustice Advocacy Conceptual models of social action Legislative advocacy</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 10 Module ❖ Read Chapter 10 of the textbook ❖ Read the history of Mother Emanuel Church before watching the PBS Townhall ❖ Post in the Discussion Board located in the Canvas Week 10 Module
Module 11	<p><u>We will explore:</u> Review key concepts in evaluation Problems and barriers in program evaluation Different models of evaluation Evaluation approaches Stages and steps in evaluation</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 11 Module ❖ Read Chapter 10 of the textbook ❖ Experiencing Social Change I is due on by 11:59 PM ❖ Review the W.K. Kellogg Foundation’s Evaluation guide ❖ Experiencing Social Change Part V which is due 11:59 PM. <p>https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook</p>
Module 12	<p><u>We will explore:</u> Legislative Advocacy</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 12 Module ❖ Read Chapter 11 of the textbook

Module 13	<p><u>We will explore:</u> NASW Code of Ethics Ethical reasoning and decision-making Ethical dilemmas in macro contexts</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Watch all asynchronous (recorded) content in the Canvas Week 13 Module ❖ Read Chapter 12 of the textbook ❖ Review the NASW Code of Ethics ❖ Post in the Discussion Board located in the Canvas Week 13 Module <p>http://socialworkers.org/pubs/code/code.asp</p>
Module 14	<p>Student Presentations</p> <p><u>To complete this module, you will need to:</u></p> <ul style="list-style-type: none"> ❖ Record Social Change Presentation and upload Zoom link in Canvas assignment ❖ <u>Watch each</u> presentation and provide a peer review.
Module 15	Final Exam

VI. Experiencing Social Change: Applying Social Change Learning to the Community

The purpose of this five-part project is for you to *apply the models and concepts from class to design* a change project in the world around you. You will take the time to look and listen for the needs in your community, work or field. You will then apply the tools and techniques learned in the classroom so that you can engage and apply the change process. Upon completion of the four sections of work, you will present your completed learning project to our classroom. The five parts of the Experiencing Social Change project mimic grant application components.

Part I: Project Narrative

Create a change project occurring in your community, work or field. Please create a project which has a goal to improve the lives of vulnerable populations. Examples of such projects would be: developing programming to support juveniles with AODA needs, creating a peer mentoring program for at-risk youth in schools, developing a support group for adult caregivers, a peer mentoring program for veterans with PTSD, recruiting adult foster parents for adults with developmental disabilities, creating a program to support expelled students, creating a personal needs hygiene pantry for those who are homeless. If the proposal is to improve lives, you may use it.

Once your change project is selected, please write a 3-4 page paper answering the following questions. You may simply paste these questions into a new Word document and use them as headings.

1. What is the change project/program's name?
2. What is the project/program? How will it operate? What will it do? Who is involved? This should take about one to two-pages to describe the project.

3. Identify three pieces of research to support your project. You may use current (within five years) research journals, current (within five years) publications by federal or state governmental agencies/departments or other reputable publications. Write a summary of the resource and how it supports your program's mission or program design.

Grading rubric:

1. Description of project/program? 10 points
2. What is the purpose of the project? 5 points
3. Three resources and summary to support project. 15 points.

Part II: Statement of Need & Proposed Approach

Write a 3-4 page paper regarding the change project/program's plan for assessment, planning and implementation. You may simply paste these questions into a new Word document and use them as headings. Chapter 6 of your textbook provides additional information related to this portion of the project/program. Utilize the process for implementing macro-system change (page 215 of your text), and detail the following steps of the model (as it pertains to your project/program):

1. Identify the nature and scope of the problem or need you propose to address. (How do you know there is a need? How would you assess the community/agency to determine a need?)
2. Identify the assets you will need for your project/program: Time? Skills? Staffing? Financial Resources? Describe the assets you will need and how you will gather the assets for implementation.
3. Describe your implementation plan with a PERT chart. Your PERT chart will have one goal, two objectives, and four tasks for each objective.
4. Identify and describe **two** possible sources of opposition for your project/program.

Grading rubric

1. Nature/Scope of problem/need: 5 points
2. Assets for project/program: 5 points
3. Implementation plan/PERT chart: 5 points
4. Sources of opposition: 5 points

Part III: SWOT & Logic Model

Apply the SWOT analysis and the Logic Model to your social change project/program.

1. Create a SWOT analysis of your project. Each quadrant of the SWOT analysis will have four ideas.
2. Create a Logic Model. Each of the following columns of the model will have at least five ideas: resources, activities, outputs, and short term & long-term outcomes. The impact column will have two ideas.

Grading Rubric

Incomplete or Complete.

Completed work with a score of greater than 15 points will be graded as "complete."

SWOT: 10 points

Logic Model: 10 points

Part IV: Budget Building

Build a proposed budget for your proposed project/program. A budget worksheet will be posted in Canvas.

Grading Rubric

Incomplete or Complete.

Completed work with a score of greater than 15 points will be graded as “complete.”

Part V: Program Evaluation

Complete the Goals, Objectives and Performance Measures Grid for your project. You need to have two goals, and two objectives for each goal. The grid will be posted in Canvas.

Grading Rubric:

Incomplete or Complete.

Completed work with a score of greater than 15 points will be graded as “complete.”

Goal 1: 7 points

Goal 2: 7 points

Presentation of Experiencing Social Change Project:

Length of Presentation: **12-15 minutes**

Presentation Style: Recorded in Zoom and using PowerPoint/Google Slides/Canva

1. What **is** your project? (Part I of Experiencing Social Change) Brief synopsis of what the project is.
 - a. What is the title?
 - b. What is the purpose of the project?
 - c. What is the need/problem your project/program will address?
2. Review the implementation of your project/program (Part II of Experiencing Social Change)
 - a. What are the assets? Possible sources of opposition? Timeline for implementation?
3. Review the inputs, projects, outputs and outcomes (Part III of Experiencing Social Change)
 - a. Essentially, present your Logic Model and explain the content in each area of the model
Please DO NOT copy your Logic Model into the presentation, it is difficult for the audience to see, read, and follow. Pick out the “highlights” of each section and present it to the audience.
4. Budget Review (Part IV of Experiencing Social Change)
 - a. Review your budget
 - b. Identify at least two key portions of your budget.
5. Review the Evaluation of your Project (Part V of Experiencing Social Change)
 - a. How will you evaluate your project? How will you know if it is a success?
 - b. Please DO NOT copy the goals/objectives/performance measures into the presentation. Pick out several key objectives and performance measures to support your goal.
6. Closing
 - a. What is important about your project? HOW does it improve lives, communities, and the overall human condition? How do the NASW core values support your project?

Grading Rubric

1. Part 1-5: 5 points each (20 points total)
2. Overall ability to communicate verbally: 25 points
3. Visual presentation of project/program: 25 points
4. Ability to engage audience: 25 points