

**SOCIAL WORK 362: section 1 – SOCIAL WORK METHODS**  
**Community Organization and Social Service Administration**  
**3 credits, Fall 2016**  
**Tuesday and Thursday, 9:35 AM- 10:50 AM, CCC 330**

**Instructor:** Amy Abel, MSW, APSW  
**Office:** Room 228B CCC  
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**Office Hours:** Tuesday and Thursday from 8:15 AM-9:15 AM  
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**Pre-Requisites:** Admission to the Social Work Major or Consent of Instructor

**Required Text:** Kirst-Ashman, K. & Hull G.K. (2012) *Generalist practice with organizations and communities*. 6th edition. Chicago:Nelson-Hall, Inc.

**Web Site:** <https://www.socialworkers.org/pubs/code/default.asp>  
NASW Code of Ethics

**Student Rights & Responsibilities Website:**

You are referred to UWS/UWSP Chapter 14, Student Academic Standards and Disciplinary Procedures at the following website:[UWS/UWSP Chapter 14 - Student Academic Standards and Disciplinary Procedures](#)

This website contains information on UWSP and UW System academic honesty standards.

**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 practice in macro-systems are addressed including planning, action, and advocacy; social service administrative concerns including relationships between organizations; and issues within organizations including supervision, consultation, research, and continuing education.

**Core Competencies and Expected Learning Outcomes:**

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (2015 EPAS). This course addresses many of these areas of competency as indicated under “course objectives” below.

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

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**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice

**Competency 4:** Engage in Practice-informed Research and Research-informed Practice

**Competency 5:** Engage in Policy Practice

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Course Objectives:**

At the completion of the course, the student will:

1. Have developed knowledge, skill and values in applying the generalist social work approach to practice with agencies, organizations and communities [*Competencies 1, 6, 7, 8, and 9*].
2. Have developed moderate skill in assessing the impact of client diversity on practice with large client systems thus being able to apply social work practice theory to diverse populations [*Competencies 2 and 3*].
3. Have developed skill in strategies for influencing the political process [*Competency 5*].
4. Have developed knowledge and skill of a range of intervention strategies effective with large systems [*Competency 8*].
5. Have developed organizing strategies and tactics congruent with social work values and ethics [*Competencies 1 and 8*].
6. Show knowledge of common approaches for assessing organizational and community problems [*Competency 7*].
7. Show indicators of valuing citizen participation in agency and community decision-making processes [*Competencies 1, 2, and 5*].
8. Have knowledge of the history of macro practice [*Competency 1*].

### **Class Format:**

The course format will include lecture, videos, small group work and presentations. This class will also have a “laboratory” learning style. You will work in small groups to assess and critically analyze presented information. You will be required to apply existing knowledge, apply new concepts and challenge yourself to critically think.

### **Course Requirements:**

1.	Attendance and participation	145 points
2.	Experiencing Social Change: Part I	20 points
3.	Discussion Questions: Chapter VI	20 points
3.	Experiencing Social Change: Part II	20 points
4.	Experiencing Social Change: Part III	20 points
5.	Experiencing Social Change: Part IV	20 points
6.	Experiencing Social Change Presentation	120 points
7.	Final Exam	135 points

- Students are expected to attend all classes. Supplemental reading materials will be provided by the instructor throughout the semester. Students are expected to read these assigned materials as well as those assigned in this syllabus.
- Students should be prepared to engage in class.
- This is a learning community and therefore students will demonstrate their commitment to learning by placing cell phones on silent throughout class.
- The final exam will include short answer and essay questions.
- Focus is on the growth and application of knowledge, skills and values.

**Attendance:**

You are required to attend every class. Attendance is taken at the beginning of class and each class (including attendance at the final exam time) is worth 5 points. There will be no attendance points given for October 11<sup>th</sup> and 13<sup>th</sup>, because class will not be held; an alternate assignment will be given and graded. I believe that “showing up” for your clients is a critical piece of professional social work and attending class every week to “show up” for your learning and your fellow students’ learning is just as critical. If you are unable to attend class, you must discuss this with me PRIOR to class.

**Course Assignments:**

This course requires student participation in every class. We will spend a significant amount of time working in groups and sharing the work with the class. Students need to attend every class.

There will be four assignments given through the semester. 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.

There will also be a final take home exam. It will be disseminated on the final night of class and due during the final exam period. It will be short answer and essay in format.

**You will need to attend the final exam: December 16, 2016 at 8:00 AM.**

**Grading Scale:**

A	=	94-100	470-500 points	significantly above requirements
A-	=	91-93	455-469 points	
B+	=	88-90	440-454 points	
B	=	84-87	420-439 points	above basic requirements
B-	=	81-83	405-419 points	
C+	=	78-80	390-404 points	
C	=	74-77	370-389 points	meets basic requirements
C-	=	71-73	355-369 points	
D+	=	68-70	340-354 points	
D	=	60-67	300-339 points	below requirements
F	=	59 and below	below 299 points	No credit

**Writing Assignments:**

- Work will be graded on the depth of the content, consideration of social work principles, development of ideas, spelling and grammar.
- Professional language will be used.
- All references must appear in a reference list at the end of the paper. APA style must be used to cite within paper.
- Assignments are due on time.

**Late Papers/Missed Exam/Incompletes:**

Students are expected to complete course work by the date that it is due. Late work will not be accepted. I will be checking the Dropbox to determine that you submitted your work by the required due date. Late work will not be graded and I will enter “zero” points for the assignment. You are responsible to contact me to negotiate for any alternate dates. We must DISCUSS the situation and I will determine if an alternate due date is appropriate.

**Plagiarism:**

It is a requirement that all work *not* original to you will be properly referenced. You MUST CITE ANY AND ALL work which is not of your own 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.

**Confidentiality:**

We will respect the stories, concerns, comments and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom.

**Ground Rules for Class Participation:**

We will foster a learning atmosphere where each person is valued and is safe to communicate freely. We will communicate in a constructive and thoughtful manner which is free of harassment and threat. We will commit to work through conflicts should any occur, without blame or intimidation. We will set additional rules and expectations as a class.

**Special Needs:**

Students who have special needs that affect their participation in the course may notify the instructor if she/he wishes 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.

### **Course Topics/Weekly Schedule**

**\*\*This is a tentative schedule and dates and content material are subject to change\*\***

#### **September 6, 2016**

**Review:** Chapter 1

**Topics:** Class Introductions; Introductions to the course; Review syllabus & class expectations; review of NASW Code of Ethics; generalist model of social change & roles in change process

*CSWE Competencies: 1, 6-9*

#### **September 8, 2016**

**Review:** Chapter 1

**Topics:** Generalist practice with organizations and communities; understanding the role of social worker within agencies and within communities.

*CSWE Competencies: 1, 6-9*

#### **September 13, 2016**

**Review:** Chapter 2  
Harvard Implicit Bias Study

**Topics:** Using micro skills with organizations and communities; review basic communication skills; understanding privilege, bias and power; generalist model for change

*CSWE Competencies: 1, 2, 6-9*

#### **September 15, 2016**

**Review:** Chapter 2  
Harvard Implicit Bias Study

**Topics:** Using micro skills with organizations and communities; review basic communication skills; understanding privilege, bias and power; generalist model for change

**\*\* We will work on *Experiencing Social Change: Part I as a class*\*\***

*CSWE Competencies: 1, 2, 6-9*

#### **September 20, 2016**

**Review:** Chapter 3

**Topics:** Group skills for organizations and community change; leadership styles and strengths; informal and formal networks; teamwork & conflict management

*CSWE Competencies: 1, 6, 7, and 8*

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**September 22, 2016**

**Review:** Chapter 3

**Topics:** Group skills for organizations and community change; leadership styles and strengths; informal and formal networks; teamwork & conflict management

*CSWE Competencies: 1, 6, 7, and 8*

**ASSIGNMENT DUE: EXPERIENCING SOCIAL CHANGE: PART I**

**Due in Dropbox no later than 5:00 PM on September 23, 2016**

**September 27, 2016**

**Review:** Chapter 4

**Topics:** Understanding organizations and organization analysis; conceptual frameworks of organizations & organizational behavior; organizational goals and mission

*CSWE Competencies: 1 and 7*

**September 29, 2016**

**Review:** Chapter 4

**Topics:** Understanding organizations and organization analysis; conceptual frameworks of organizations & organizational behavior; organizational goals and mission

*CSWE Competencies: 1 and 7*

**October 4, 2016**

**Review:** Chapter 5

**Topic:** Decision making for organizational change; planned change process for organizational change

*CSWE Competencies: 1, 6-9*

**October 6, 2016**

**Review:** Chapter 5

**Topics:** Decision making for organizational change; planned change process for organizational change

*CSWE Competencies: 1, 6-9*

**October 11 and 13, 2016**

**Review:** Chapter 6

**Topics:** Implementing macro interventions: policy, project and programs; four systems to visualize change: macro client, change agent, target and action systems; the process for initiating and implementing macro level change; goals, objectives and action steps

*CSWE Competencies: 1, 6, and 7*

**\*\*Instructor will be out of the office this week\*\***

***Students will be expected to read Chapter 6, and answer discussion questions that will be posted on D2L. Assignment is due in the dropbox no later than October 13, 2016, at 5:00 PM***

**October 18, 2016**

**Review:** Chapter 6, recap and questions

**Topics:** Implementing macro interventions: policy, project and programs; four systems to visualize change: macro client, change agent, target and action systems; the process for initiating and implementing macro level change; goals, objectives and action steps

**\*\*We will spend time in class working on Experiencing Social Change Part II\*\***

*CSWE Competencies: 1, 6, and 7*

**October 20, 2016**

**Review:** Chapter 7

**Topic:** Understanding neighborhoods and communities; functions of communities; SWOT Diagrams

*CSWE Competencies: 1, 2, 3, and 7*

**ASSIGNMENT DUE: EXPERIENCING SOCIAL CHANGE: PART II**

**Due in Dropbox by 5:00 PM on October 21 2016**

**October 25, 2016**

**Review:** Chapter 7

**Topic:** Understanding neighborhoods and communities; functions of communities; SWOT Diagrams

*CSWE Competencies: 1, 2, 3, and 7*

**October 27, 2016**

**Review:** Chapter 8

**Topics:** Macro practice in communities; Community building and capacity building

*CSWE Competencies: 1, 2, 3, 6, and 8*

**November 1, 2016**

**Review:** Chapter 8

**Topics:** Macro practice in communities; Community building and capacity building

*CSWE Competencies: 1, 2, 3, 6, and 8*

**November 3, 2016**

**Review:** Review Logic Model as posted in D2L

**Topics:** Logic Models

**\*\*We will work on each student's Logic Model in class\*\***

*CSWE Competencies: 1, 7, 8, and 9*

**ASSIGNMENT DUE: EXPERIENCING SOCIAL CHANGE: PART III**

**Due in Dropbox by 5:00 PM on November 7, 2016**

**November 8, 2016**

**Review:** Chapter 9

**Topics:** Evaluating macro practice; evidence based decision making; Implementation

*CSWE Competencies: 1, 4, 5, 8, and 9*

**November 10, 2016**

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**Review:** Chapter 9  
**Topics:** Evaluating macro practice; evidence based decision making;  
Implementation

***\*\*We will spend time in class working on Experiencing Social Change: Part IV\*\****

*CSWE Competencies: 1, 4, 5, 8, and 9*

**ASSIGNMENT DUE: EXPERIENCING SOCIAL CHANGE: PART IV**

**Due in Dropbox by 5:00 PM on November 15, 2016**

**November 15, 2016**

**Review:** Chapter 10  
**Topic:** Advocacy and social action with populations-at-risk; Video: America After  
Charleston (PBS); community building

*CSWE Competencies: 1, 2, 3*

**November 17, 2016**

**Review:** Chapter 10  
**Topic:** Advocacy and social action with populations-at-risk; community building

*CSWE Competencies: 1, 2, 3*

**November 22, 2016**

**Experiencing Social Change Project: Presentations**

*CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9*

**November 29, 2016**

**Experiencing Social Change Project: Presentations**

*CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9*

**December 1, 2016**

**Experiencing Social Change Project: Presentations**

*CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9*

**December 6, 2016**

**Experiencing Social Change Project: Presentations**

*CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9*

**December 8, 2016:**

**Experiencing Social Change Project: Presentations**

*CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9*

**December 13, 2016**

**Review:** Chapter 14  
**Topics:** Stress and time management; compassion fatigue and self-care; NASW Code of  
Ethics review

**Final exam handed out**

*CSWE Competency: 1*

**December 15, 2016**

**Review:** Questions about final exam; special topics



December 16, 2016 8:00-10:00 AM Final exam

**Experiencing Social Change Project:  
Applying Social Change Learning to the Community**  
(CSWE Competencies: 1, 4, 5, 6, 7, 8, and 9)

The purpose of this five-part project is for you to *actively apply the learning from class and design* a change project in the world right 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.

**\*You MAY NOT use a project/program created for a previous class\*\* You MAY NOT use the support group you created for Dr. Amy Zlimen's course\*\* THIS MUST BE NEW and ORIGINAL WORK!!**

**Part I: Due by 5:00 PM on September 23, 2016**

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. As long as the purpose of the change is to improve lives, you may use it. We will have time in class on September 15, 2016, to discuss and define your project, if needed.

Once your change project is selected, please write a 2-3 page paper answering the following questions. You may simply paste these questions into a new Word document and answer them.

1. What is the change project's name? What is the basic premise of this project?
2. What is the purpose of the project? What need or gap in service does this project intend to fill?
3. How does this project support the mission of social work as stated in the preamble of the NASW Code of Ethics?

**Part II: Due by 5:00 PM, October 21, 2016**

Using your textbook, open up to page three. You will see the Planned Change Steps in the Generalist Intervention Model (Figure 1.1). Using your previously identified social change project, apply the Assessment, Planning and Implementation Step of the model to your change project. Write a 2-3 page paper regarding the change project's process as it proceeds through each change. From page nine in your text book, define the following roles as each role pertains to your project:

- a. Macro client system
- b. Target system
- c. Change Agent System

### **Part III: Due by 5:00 PM on November 3, 2016**

Using the Logic Model, apply your social change project to the model and create a document which applies the logic model to your change project. We will work on the Logic Model, in class on November 3, 2016.

#### **IF you want to work ahead:**

<https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Go to the bottom left of the webpage and look for the heading “[W.K. Kellogg Foundation Logic Model Development Guide.](#)” When you down example of a Logic Model.

**We will work in class on November 3, applying the Logic Model to your Social Change Project. You can then finish it on your own and turn it in on November 7, 2016.**

### **Part IV: Due by 5:00 PM on November 15, 2016**

Write a 2-3 paper which outlines how this project will be both evaluated as a project (goals) and what are the potential outcomes of the evaluation. Also project how the outcomes would inform change in the project. Please develop five outcome measures for the project. Chapter 9 in your textbook will provide guidance as how to develop goals and measurements. We will also work on this in class on November 10, 2016. (The What? The So what? The Now What?)

### **Presentations: November 22, 29 and December 1, 6, 8**

Length of Presentation: 15-25 minutes

Presentation Style: PowerPoint or other media

1. What is your project? (Part I of the Experiencing Social Change)
  - a. What is the title?
  - b. What is the purpose of the project?
2. Review the stages of social change (Part II of the Experiencing Social Change)
  - a. Review the stages of social change and what needs to happen in your project at each stage
3. Review the inputs, projects, outputs and outcomes (Part III of the Experiencing Social Change)
  - a. Essentially, present your Logic Model and explain the content in each area of the model
4. Review the Evaluation of your Project (Part IV of the Experiencing Social Change)
  - a. How will you evaluate your project? How will you know if it is a success?
5. Closing
  - a. What is important about your project? What does it do to better lives, communities and the overall human condition?