Social Work 362 - Social Work Methods:
Community Organization and Social Service Administration
Fall 2021
Science Building, Room D320
Section 1: Mondays, noon – 1:50pm
Section 2: Wednesdays, noon – 1:50pm

Instructor: Margaret Kubek (she, her), MSW, MS
Office Location: Sciences Building, B341
Student Time: In person or Zoom, Thursday 11am – 1pm or by appointment
**Email:** mkubek@uwsp.edu

 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. The course addresses social work values, ethics, and social justice in the context of macro-level practice and stresses the role of critical thinking in the social work profession. Evidenced-based 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
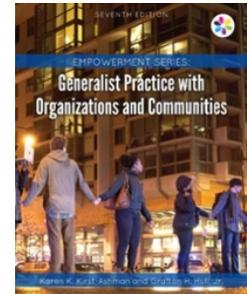
Additional multi-media, readings, and content will be posted to Canvas.

Course Format
This course will meet weekly and in-person unless indicated in the syllabus. The course format will include small group work, lectures, multi-media, and small and large group discussions. Classes will have a "laboratory" learning component which will include work in small groups to assess and critically analyze organizations and macro change.

You will notice that this course has a hybrid/asynchronous format (i.e., we do not meet for the full 2 ½ hours each week). As such, over the course of the semester, we will watch documentaries to round out our time together and bring to life social justice and community advocacy issues.

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. Analyze 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. Identify and discuss ethical behavior, challenges, and opportunities in macro social work practice.

Course Requirements

1. Participation and Attendance   260 points
    A. Attendance (120 pts)
    B. Participation (140 pts)

2. Macro Change Proposal (MCP) Project   290 points
    A. MCP: Part I (20 pts)
    B. MCP: Part II (60 pts)
    C. MCP: Part III (70 pts)
    D. MCP: Part IV (100 pts)
    E. MCP In-class Discussion (40 pts)

550 POINTS

Grading Scale		
		Percent
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

Covid 19 and variants
We will remain adaptable and flexible during this time. Our class will make use of small group discussions. Everyone will remain in the same small group throughout the semester; additionally, everyone will have a seat assignment so that we can communicate should someone in the class test positive for COVID 19.

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.

Face covering requirement:
Under the chancellor's order, and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, "[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice."

Attendance and Class Participation
- You are expected to **attend class** and **complete assigned readings and multi-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. Note that I am understanding of personal and work life obligations and illnesses.
- Our class will be highly interactive. I may lecture for about 20 – 30 minutes throughout the session, but it will be predominantly discussion and project based. This will be a space for us to discuss macro social advocacy, engage with activities, and work on the final project.
- Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.
- Times are still challenging and uncertain due to COVID; if you are unable to attend class, please connect with me as soon as possible to alert me of your absence.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE.** 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. 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

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day; if you do not receive a response from me after 48 hours, please resend the email. Please keep in mind that I rarely check emails after 4:30 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it during class so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

What is Student Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My in person or Zoom office hours for this semester are Thursdays from 11am - 1pm, but I can meet at other times as well.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in our small and large group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective discussions often involve some risk taking. I strive to make the classroom a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ ethical behavior is expected to be displayed during class and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

Confidentiality
The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom. Maintaining confidentiality is of utmost importance in the social work profession.

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.

I encourage you to increase your understanding of the First Nation community in Wisconsin and across North America. We will discuss resources to enhance our knowledge and understanding in class.

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.

Week 1 September 2 – September 5) Syllabus and Course Overview
<mark>NO CLASS THIS WEEK</mark>

Week 2 (September 6 – September 12)
<mark>CLASS WILL BE ASYNCHRONOUS THIS WEEK VIA A RECORDED LECTURE</mark>
Introduction to Generalist Practice with Organizations and Communities (Competencies 1, 6-9)
Read: Syllabus and Chapter 1
Watch: Recorded lecture
Complete: Brief essay about recorded lecture and multi-media due Sunday, September 12th

Week 3 (September 13 – September 19)
Stress and Time Management (Competency 1)
Using Supervision (Competency 1)
Read: Chapter 2 and Chapter 13 prior to class
Complete: Submit weekly question the night before class
In class workshop: Identify agency for the Macro-change Project & Identify Community Toolbox Projects

Week 4 (September 20 – September 26)
Using Micro Skills with Organizations and Communities (Competencies 1 and 6)
Read: Chapter 3 prior to class
Complete: Submit weekly question the night before class
Watch: *12 Angry Men* (96 min) prior to this week's class
In class workshop: Discuss organizational assessment & Community Toolbox Project
DUE: Macro-change Project (MCP) Part I: Social Services Agency Questionnaire by Sunday, Sept. 26th

Week 5 (September 27 – October 3)
Group Skills for Organizational and Community Change (Competencies 1 and 6)

Read: Chapter 4 prior to class
Watch: *The Democratic Promise: Saul Alinsky and His Legacy* (56 min) prior to this week's class
Complete: Submit weekly question the night before class
In class workshop: Discuss organizational assessment & Community Toolbox Project

Week 6 (October 4 – October 10)
Understanding Organizations (Competency 1)
Read: Chapter 5
Complete: Submit weekly question the night before class
In class workshop: Discuss organizational assessment & Community Toolbox Project
DUE: Submit MCP Part II: Organizational Assessment Paper by Sunday, October 10th

Week 7 (October 11 – October 17)
Decision Making for Organizational Change (Competencies 1, 6, and 7)
Read: Chapter 6
Watch: *The Rise of Black Lives Matter* (48 min) prior to this week's class
Complete: Submit weekly question the night before class
In class workshop: Population for advocacy & Community Toolbox Project

Week 8 (October 18 – October 24)
Implementing Organizational Change (Competencies 1, 6, 7, and 8)
Read: Chapter 7
Complete: Submit weekly question the night before class
In class workshop: Population for advocacy & Community Toolbox Project

Week 9 (October 25 – October 31)
Advocacy and Social Action with Populations at Risk (Competencies 1, 2, and 3)
Read: Chapter 11
Watch: *Awake, A Dream from Standing Rock Documentary* (1 hr. 30 min) prior to this week's class
Complete: Submit weekly question the night before class
In class workshop: Population for advocacy & Community Toolbox Project

Week 10 (November 1 – November 7)
Understanding Neighborhoods and Communities (Competencies 1, 2, 3 and 6)
Macro Practice in Communities (Competencies 1, 6-9)
Read: Chapter 8 and Chapter 9
Watch: *The Interrupters* (1 hr. 52 min) prior to this week's class
Complete: Submit weekly question the night before class
In class workshop: Population for advocacy & Community Toolbox Project

Week 11 (November 8 – November 14)
NO CLASS THIS WEEK
Read: No reading; work on Paper III
DUE: MCP Part III: Identification of a Population for Advocacy and Social Action Paper due in Canvas by Sunday, November 14th

Week 12 (November 15 – November 21)
Evaluating Macro Practice (Competencies 1 and 9)
Read: Chapter 10
Complete: Submit weekly question the night before class
In class workshop: Macro change proposal & Community Toolbox Project

Week 13 (November 22 – November 28)
Ethics (Competency 1)
Read: Chapter 12
Complete: Submit weekly question the night before class
In class workshop: Macro change proposal & Community Toolbox Project

Week 14 (November 29 – December 5)
STUDENT DISCUSSIONS (Competency 1)
Developing and Managing Agency Resources (Competency 1 and 9)
Read: Chapter 14
Complete: Submit weekly question the night before class

Week 15 (December 6 – December 12)
STUDENT DISCUSSIONS (Competency 1)
Read: No readings
DUE: MCP Part IV: Proposal Paper due in Canvas by Sunday, December 12th

HAPPY WINTER BREAK!

Attendance & Participation (260 points)
Ongoing.
You are expected to engage in class fully prepared, engaged, and participatory. Readings and assignments are to be completed on time. The practice of professionalism in the classroom provides a foundation for future social work practice. See below for the specific components of participation and attendance:

- **Attendance (120 points, Competency 1)**
- **Participation (140 points, Competencies 1-9)**
    Weekly Questions
    You are expected to submit a total of 5 questions this semester. (5 @ 20 points each)
    To facilitate active involvement in the classroom each week, you will write a critical thinking/discussion question pertaining to the week's readings and/or multi-media component. Some weeks there is a documentary paired with a chapter and other weeks you'll read one or two chapters. Do your best to construct one question related to all readings/docs, however, if you are unable to make a connection, you may write your question about one chapter or the documentary.

    The questions should be written with an eye toward stimulating conversations and to encourage your peers to critically consider the issues addressed. It's also a way for me to gauge if there are any concepts that need more focus. **You will submit questions to Canvas the night before class**.
    Some possible topics include:

    - A concept in the book that you found particularly interesting
    - A concept that you want to discuss to gain further understanding
    - Strengths/weakness/limitations of the reading
    - A topic area that you think would stimulate an interesting conversation
    - A contemporary issue related to the textbook reading

    To provide context for your question, you'll write 3 to 4 sentences prior to posing your question.

    Community Toolbox Participation

Each week we will spend a portion of class working through projects in the Community Toolbox; - an advocacy and social justice website developed by the University of Kansas. You will complete a few projects, over the course of the semester, in small groups. The purpose of this weekly activity is to practice collaboration and decision making for community organization and advocacy.

MACRO CHANGE PROPOSAL (MCP) PROEJCT (290 points, Competencies 6-9)

The purpose of this assignment is to link the concepts in the textbook and class discussions with your own ideas for change at the macro level. The project will be completed in stages throughout the semester culminating in a final proposal for change. You will have the opportunity to share your ideas with peers during Weeks 14 and 15.

See below for specific components of the MCP Project:

Macro Change Proposal: Part I (20 points, Competency 7)
Due September 26th

Complete the Social Service Agency Questionnaire linked in Canvas. Completing this assignment is the first step in identifying the organization you will assess and your population for advocacy.

Macro Change Proposal: Part II Organizational Assessment (60 points, Competencies 6 and 7)
Due October 10th

For this paper, you will analyze an organization selected in the first assignment. Papers should address the following areas:

1) Using information from the "Defining the Nature of Organizations" section of chapter 5 identify and examine:
    a. The background/history of agency including its location.
    b. Identify the organization's mission statement.
        i. Do you notice any goal displacement?
    c. Identify the organizational culture and work climate.
        i. Are you able to describe the lines of authority?
    d. From "Comparing Methods of Management" and Comparing Specific Management Approaches," identify the program structure and management style.
2) Identify and assess the organization's programs and services…are they meeting client needs?
3) Assess the organization's personnel policies, procedures, and practice. Do they support its mission?
4) Using the "Defining Organizations" section from chapter 5, identify the terminology which best describes your chosen organization.
5) From the "Theoretical Approaches" section from chapter 5, explore and define the theoretical framework of your chosen organization.

Please use headings. Papers will be a *minimum* of 3 full pages (excluding the title and references page) and should be written using APA style. You should provide a reference page with the textbook as your one reference.

The paper should be constructed using **concepts from Chapter 5** of the textbook; be sure to explicitly link concepts from the textbook and class discussions as you write about the areas listed above.

Macro Change Proposal: Part III Identification of a Population for Advocacy and Social Action (70 points, Competency 7)
Due November 14th

Identify & describe the population **served by the agency you assessed in Part II.** Review at least three (3) academic resources (peer-reviewed journal articles, book chapters, etc.), stating empirical and verifiable factors

contributing to understanding the population served by that agency. Reliable websites may be additional resources but cannot substitute for academic sources.

1) Provide an overview of the population served by the agency you assessed in Part II.
2) Describe any issues, challenges, or resiliency amongst this community.
3) Use information from "Risk Factors for Social, Economic, and Environmental Injustice" found in chapter 11.
4) Using Information from "Community Factors Affecting Human Rights…" in chapter 8, examine and describe any factors affecting your chosen population.
5) Using Information from "Advocacy, Social Action, and Empowerment Activities" in Chapter 11:
    a. Define advocacy and, using a real or hypothetical example, apply it to the agency's target population.
    b. Define social action, using a real of hypothetical example, and apply it to the agency's target population.
    c. Define empowerment and, using a real or hypothetical example, apply it to the agency's target population.
6) Items 1-5 should have clear and separate headings within the paper. Be sure to also include an introductory paragraph and a conclusion.

The three academic sources you use for this paper can be woven throughout the paper, or you can describe them once you've finished writing sections 1 through 5 listed above.

Please use headings. Papers will be a *minimum* of 3 full pages and should be written using APA style This paper should be constructed using concepts from Chapters 8 and 11 of the textbook along with your outside sources; be sure to explicitly link concepts from the textbook and class discussions as you write about the areas listed above.

Macro Change Proposal: Part IV (100 points, Competency 8 and 9)
Due December 5th
Develop a proposal (real or hypothetical) for planned change that would improve the quality of life for the population served by the agency you selected for the organization assessment (MCP: Part II) and population for advocacy paper (MCP: Part III). You should focus your proposed intervention on the client population that the agency serves locally, or on larger populations such as all members of this population in the region, state or nation. The scope of your proposal can be as broad or narrow as you prefer as long as it is targeted toward a population, as compared to a small group or individual client.

1) **PREPARE (Chapter 6 and / or Chapter 9 - "Beginning the Change Process" section)**

Step 1: Identify & define the **problem** to address: What is the problem and what is the need? (Build on the information you provided for Part II)
Step 2: **Reality:** Evaluate macro variables working for or against the change process: at least two of each. What are the limitations of existing resources?
Step 3: **Establish** primary goals
Step 4: Identify relevant **people** of influence
Step 5: **Assess** potential costs and benefits to clients
Step 6: Determine professional and personal **risk**
Step 7: **Evaluate** & identify at least two possible macro approaches to use, estimate their effectiveness, and select the most appropriate one: justify your selection.

2) **IMAGINE (Chapter 7 and / or Chapter 9 – "Intervene and Evaluate Change in a Community" section)**

Step 1: Develop an **innovative** idea

Step 2: **Muster** support and formulate an action plan that addresses the macro client system, change agent system, target system, and action system

Step 3: Identify **assets** (if funding is needed, identify the sources, including potential grantors)

Step 4: Specify **goals,** objectives, and action steps to attain them (this Step may take up to two pages!)

3) EVALUATE (Chapter 10)

Step 1: Identify the model of evaluation and the rationale for your choice

Step 2: Specify your evaluation approach(es) and the rationale for your choice

Step 3: Briefly describe the stages and steps of evaluation

Step 4: Describe ho you will maintain ethical standards in the evaluation process

Please use headings. Papers will be a *minimum* of 6 full pages and should be written using APA style This paper should be constructed using concepts from Chapters 6, 7, 9, and 10 of the textbook; be sure to explicitly link concepts from the textbook and class discussions as you write about the areas listed above.

MCP Discussion: Part V (40 points, Competency 1)

Student discussions will occur Week 14 and 15

Components and expectations of the discussion:

1) 10 minutes in length; 5 minutes for comments and questions from peers.
2) Include an overview of the three major parts of the project – Organizational Assessment, Population for Advocacy, and the Proposal for Change (Paper IV). The most time should be spent on the proposal for change.
3) While not required I would recommend that you put together a brief PowerPoint (5 slides max) to facilitate the discussion.

See rubric in Canvas.

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

♦ 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.