COURSE DESCRIPTION

This course focuses on the application of generalist social work intervention models that are multi-level and multi-method. This required senior year practice course builds on previous practice courses. Students apply these skills in organizational assessment, organization change, and community practice. Students are introduced to social science theories of organizations, generalist social work methods of assessing and changing organizations, and generalist community organization social work practice. Students will also examine the value base and ethical standards used in macro practice skills. This foundation knowledge may be applied when confronted with limitations in social welfare policy, bureaucratic administrative policies, and community response to social ills and to address difficulties that clients from diverse populations, including consumers with disabilities and other co-occurring disorders, may experience with organizational and/or other system policies, may experience with organizational and/or other system policies.

EDUCATIONAL OBJECTIVES

1. Apply major social science concepts related to development of organizations and change strategies; (EPAS 2.1.9) Blog, group project.

2. Identify generalist social work interventions at a macro systems level to assist client groups and communities in social change efforts; (EPAS 2.1.10c) Blog, group project, op-ed.

3. Exhibit a familiarity with organizational and “macro level” social work practice; (EPAS 2.1.9) Blog, group project.

4. Provide examples and a rationale for the application of generalist social work models of community multi-method practice. (EPAS 2.1.8, 2.1.10) Blog, group project.

5. Provide examples and a rationale for models of generalist social work planned change in communities; (EPAS 2.1.8) Blog.
6. Identify and evaluate generalist social work change methods, utilizing current and evolving research in evidenced-based practices, which help disadvantaged individuals, disabled individuals (including those with psychiatric disorders) and groups to achieve increased empowerment and greater social and economic justice; (EPAS 2.1.5) Blog, group project.

7. Analyze the structure and power relations of an organization; (EPAS 2.1.10d) Group project, blog.

8. Demonstrate an awareness of race, class, gender, age, disability, sexual orientation, and cultural factors and biases, psychiatric disorders and their implications for generalist social work practice at the organizational and community level; (EPAS 2.1.4) Blog, op-ed, observations, group project.

9. Demonstrate an ability to envision effective generalist social work practice within organizations and communities in congruence with social work values and ethics. (EPAS 2.1.2) Group project, blog, op-ed.

CONTENT ON SPECIAL POPULATIONS

This course will include attention to populations at risk with a strong emphasis on understanding the processes that perpetuate oppression and unequal access. This includes unequal access to power within political, social, and economic institutions and organizations. Institutional racism, sexism, homophobia/heterosexism, poverty, and other oppressive conditions play a role in shaping the lives of clients. Of special concern are groups experiencing oppression and injustice based on race, ethnicity, gender, sexual orientation, ability/disability, age, income, immigration status, religion and other characteristics.

TEACHING METHODS

My philosophy of teaching is based on the belief that students are active and responsible participants in their learning. Additionally, meaning and knowledge acquisition are built on the praxis of study, reflection, dialog, and action. I utilize a multimedia approach that considers a variety of learning styles while building knowledge within context, applying theory to practice, and encouraging students to assume responsibility for their education. To accomplish these goals I utilize the Learning Record method of assessment. My theoretical framework for teaching derives from Freire’s *Pedagogy of the Oppressed* and the belief that education is more than a transmission of knowledge to students who are an empty account to be filled by the teacher. Also informing my teaching is John Dewey’s philosophy of experiential education that posits significant learning occurs when critical problems “are examined, reflected and acted upon in their contextual complexity” (Harkavy, p. 419, 201). This course incorporates a variety of teaching methods including readings, in class and online discussions, guest speakers, audiovisual materials, group activities, and student presentations to ensure a rich learning experience.

COURSE POLICIES for this professional course:

**Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.
Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through LR evidence that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person’s age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

Electronic Devices: All communication devices should be turned off or placed on silent mode during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student’s failure to comply with this policy.

Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students’ attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Assignments and Grades: Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

Use of WIKI: The professor uses a wiki page – a Web-based course management /collective workspace that supports the Learning Record. An orientation will be given the first day of class. If you do not have a personal computer with a personal computer with Internet access, there are computers available for your use at the campus and public libraries.

Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications made, students will be notified in class and modifications will also be posted to the WIKI page. Students should check their email and WIKI frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

Support Services: If you have a disability, or become disabled during the course of the semester, and need special accommodations for class, please contact the Office of Academic Support for Disabilities (780-4395).
COURSE REQUIREMENTS
Learning Record
We will use the Learning Record (LR), a system for gathering, organizing, analyzing, evaluating, and reporting evidence of student progress and achievement. It is likely that evaluation by the Learning Record will be handled quite differently than in other classes you've experienced. While it offers a consistent structure for organizing and presenting this evidence, it does not constrain either the contents or the methods by which the evidence is produced; however there are required activities of the course that will be included in the LR work samples (see below). The principles of the LR model include review of diverse forms of data about student learning over time in the course of regularly occurring class activities, including samples of student work and observations that focus on what students demonstrate they know and can do.

The process of keeping the LR begins by establishing the student’s background from two sources: an interview with a parent or someone who knows the student well, and the student’s reflections about his or her development (Part A).

The next step is to gather ongoing evidence of learning in two forms: work samples, for which virtually any kind of evidence can be included in the LR, including tape recordings of performances, drafts of papers, sketches and diagrams, diagnostic test results, quizzes or exams, links to online materials, and other samples of student work. The second form of evidence is observations of students’ activity gathered over the semester providing insights into their experiences and activities in the class.

In the analysis portion of the LR (Part B), this evidence is interpreted in terms of the strands of work in the course (its objectives) and six dimensions of learning:

<table>
<thead>
<tr>
<th>DIMENSIONS OF LEARNING</th>
<th>COURSE STRANDS/OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence and independence</td>
<td>• Apply major social science concepts related to development of organizations and change</td>
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<tr>
<td>Knowledge and understanding</td>
<td>strategies;</td>
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<tr>
<td>Skills and strategies</td>
<td>• Identify generalist social work interventions at a macro systems level to assist client</td>
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<tr>
<td>The use of prior and emerging</td>
<td>groups and communities in social change efforts;</td>
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<tr>
<td>experience</td>
<td>• Exhibit a familiarity with organizational and “macro level” social work practice;</td>
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<td>Reflection</td>
<td>• Provide examples and a rationale for the application of generalist social work models</td>
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<td>Creativity and imagination</td>
<td>of community multi-method practice.</td>
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<td></td>
<td>• Provide examples and a rationale for models of generalist social work planned change in</td>
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<td>communities;</td>
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<tr>
<td></td>
<td>• Demonstrate an awareness of race, class, gender, age, disability, sexual orientation,</td>
</tr>
<tr>
<td></td>
<td>and cultural factors and biases, psychiatric disorders and their implications for generalist</td>
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</tbody>
</table>
In the final section of the LR (Part C) students develop an evaluation, comparing the evidence in the LR with grade criteria defined by the instructor (see Grades section). The professor responds to the evidence, the analysis, and the student's estimated grade with the final evaluation. Thus, the LR is well suited to assess collaborative work, creative inquiry, online projects, and other kinds of work that are usually considered difficult to evaluate. It is also well suited for evaluating students who come into the class with different sets of skills and background experience, or physical or learning disabilities.

Using the wiki to store your Learning Records
A wiki is a website that is editable by many people. It is easy to use, and can house many kinds of materials, such as word-processing documents, movie and photography files, tables and many more. We will use the wiki as a resource for the class to use to share materials and build projects. Student Learning Records will also be housed here. Each student will have their own password-protected folder that contains all their LR documents, observations, work samples, and other materials. Whereas other areas of the wiki will be available for the whole class to view and edit, only the individual student and instructor will have access to their own LR folder and contents.

Required Assignments and Activities

1. Attendance, Punctuality, and In-Class Contributions: Students are expected to attend class regularly and participate in an interactive framework between students and professor. Failure to attend class regularly and failure to demonstrate comprehension of the readings through class discussion will have an impact on the final grade.

2. Part A of Learning Record (Interview, Observations, Selection of Work Samples)

The purpose of Part A is to gives students an opportunity to reflect on their development as readers, writers, and thinkers in a discipline as they enter the class. Where students are asked to interview parents or others familiar with their development, Part A also engage students in first-hand research on a subject of great personal interest to them. They practice interviewing skills and strategies, gathering field notes, and making summary interpretations that become part of the record.

The data collection section is in two parts; it engages students in making first-hand observations of ongoing activities, and in selecting relevant examples of work demonstrating their own development over time. The observational notes, though brief, help students learn about and reflect on the relationship between direct perception and interpretation or evaluation. Because these observations must present positive, rather than negative representations of activity, students are confronted with the powerful role of language in shaping perceptions of reality. The selection of samples of work engages them in matching evidence and criteria for achievement.

Interview

Criteria
Interview is complete, includes student reflection
- Timely completion
- Provides a good sense of the student’s experience and learning style coming into the class

Due: 9/23

Observations

The purpose of observations is that they illustrate patterns of learning over time and give a sense of how students apply what they learn to the world. At least twice weekly entries in LR – these are not to exceed two to three sentences and are not reflections or opinions. Observations may include anything relevant to course content. Example: I notice that mainly people of color are waiting for public transportation, older people were ignored by shop attendants when I was at the electronics store and every time I enter a building I am noticing if it is accommodating to disabled people.

Criteria

- Timely completion of observations
- Properly dated
- Sufficient observations to give a sense of the student's development over time
- Describe an activity related to the class
- Focus on actual observations of what the student knows or can do, rather than on interpretations, opinions, evaluations, or on what hasn't been done or what should have been done

Observations are due every Monday for the previous week.

Work Samples

Criteria for Work Samples

- Sufficient samples of work that represent the student's development
- Appropriate selection of samples
- The selection of samples gives the reader and student a sense of development over time
- Integration into LR Part B and C, matching evidence and criteria for achievement

Due in Part B 1 & 2 and C 1& 2

3. Blog Entries

This course involves a significant amount of required reading, classroom interaction, and community projects. Each student will create a blog and make weekly entries that reference the readings, classroom discussions, and responses to relevant issues related organizational and community change. The purpose of this assignment is to demonstrate understanding of course content as well as:

a) Clarify students’ thoughts an understanding of course content covered by the readings, videos, classroom activities and discussion;

b) Examine the personal and professional use of self in ethical, culturally competent, and just social work practices; and
c) Reflect on the impact of discrimination and oppression on public policy, institutional structure, service delivery, and one's own role in promoting organizational and community change.

d) Extend the dialog outside the classroom in a reflective and thoughtful manner, using a variety of media to articulate your responses and reflections on issues related to organizational and community change covered in the readings.

The professor may elect to provide specific questions related to the readings or class discussions for students to respond to in their blog posts. Blog posts can include photographs, video, and poetry, etc. as well as written reflections and responses to the readings. You are also required to comment on at least two blogs of fellow students each week. While blog posts are candid and honest portrayals of your reflections and experiences, they must be respectful and are not an arena for digression on unrelated issues or personal attacks. Blog posts are due each Friday. If you are referencing readings or data, cite sources using APA format (see Publication Manual of the American Psychological Association, 6th Edition).

Criteria

- Timely completion of the assignment.
- Address the key points from the readings/videos/classroom exercises related to individual, group and structural issues of organizational and community change.
- Connection between themes discussed in readings/videos/classroom exercises related to individual, group and structural issues of organizational and community change.
- Comprehension, analysis and evaluation of themes discussed in readings/videos/classroom exercises related to individual, group and structural issues of organizational and community change.
- Use of references and citations for all referenced material and data.

Blog posts and comments are due every Saturday for the previous week.

4. OP-ED ESSAYS

Two Op-Ed pieces written about an issue related to communities and organizations and the relationship to social justice, diversity, power, and oppression. As part of assigned course readings we will read several examples of Op-Ed writings from the NY Times, Washington Post, and other major newspapers to familiarize students with the structure of writing an opinion that is substantiated by facts. This writing exercise is a way to present an effective and concise argument about important issues that impact the lives of your clients and the communities they live in. Writing Op-Ed pieces are also a way to advocate and participate in our democracy. Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 6th Edition) and include a reference page of all cited literature. We will use NY Times word limit guidelines for op-ed submissions, recommended 750 words, however read the following articles by Op-Ed Editor David Shipley for detailed guidance:


Criteria

- Adherence to op-ed guidelines (word limit)
- Content (clear and convincing substantiated argument)
- Writing Style (organization, clarity, grammar)
Due: First Op-ED due 10/21
Second Op-Ed due 11/18

5. Group Project
Develop an organizational project on behalf of an agency/organization. In collaboration with staff students identify a need, develop an agency profile – including funding sources. The group will produce an organizational tool (such as; a survey, a policy, training, helping with social media, PR, manual, website development, update data, video promotions).

Community partners can include:
- For profit social responsibility organization
- Non-profit
- Faith-based group
- Neighborhood Association
- Service organization
- Local, county or state level service

Presentations. In addition to the project product, each group will make two presentations of their project. One presentation will be in class, and the other will be for the community partner with the time and place of that presentation being negotiated with the community partner. The presentations should be developed in consultation with the community partner, regarding the audience, format, length, and content.

Project proposals are due: 10/7

6. Part B1 & 2 and C1 &2
At mid semester students will complete Part B1 and C1 of the LR. This can be thought of as a “dry run” and is not graded. It is intended to assess where the student is at a critical juncture and address and support any changes that need to be made. The completion of Part B2 and C2 at the end off the semester will determine the student’s final grade. In the analysis portion of the LR (Part B), this evidence is interpreted in terms of the strands of work in the course (its objectives) and six dimensions of learning. In the final section of the LR (Part C) students develop an evaluation, comparing the evidence in the LR with grade criteria as outlines in the syllabus. The instructor responds to the evidence, the analysis, and the student's estimated grade with the final evaluation.

Criteria for Part B Summary interpretation
- Student interpretation is supported by observations and samples of work
- Refers to the dimensions of learning and the course strands (learning objectives established by the teacher) for the course
- Represent the student's activity and accomplishments

Criteria for Part C Grade Estimate
- Grade estimate matches the criteria for the grade as explained by the professor and outlined in the syllabus
- The student's LR follows the LR format
- The LR itself in one text document, in a folder that includes the samples of work as separate files
- The LR and its author properly identified in its file name

Midterm Part B1 and C1 due 10/28

Final Part B1 and C1 due 12/23

7. Additional LR Work Samples

Students are encouraged to contribute to the wiki page by uploading videos, links to articles and programs, and other relevant information. Students are a great source of information and inspiration, and the wiki is well suited to collective contributions that can be included in the student’s LR as work samples.

COURSE GRADING

Grades in this course are determined by use of the Learning Record Online, a system that requires students to compile a portfolio of work at the midterm and at the end of the semester. These portfolios present a selection of your work, both formal and informal, plus ongoing observations about your learning, plus an analysis of your work development across six dimensions of learning and centers on the course strands/objectives. (See previous table with descriptions)

Grade Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Represents outstanding participation in all course activities; all assigned work completed, with very high quality in all work produced for the course. Evidence of significant development across the six dimensions of learning. The Learning Record at this level demonstrates activity that goes significantly beyond the required course work in one or more course strands.</td>
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<tr>
<td>B</td>
<td>Represents excellent participation in all course activities; all assigned work completed, with consistently high quality in course work. Evidence of marked development across the six dimensions of learning.</td>
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<td>C</td>
<td>Represents good participation in all course activities; all assigned work completed, with generally good quality over six dimensions of learning.</td>
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<tr>
<td>D</td>
<td>Represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the six dimensions of learning is partial or unclear.</td>
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<tr>
<td>F</td>
<td>Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.</td>
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REQUIRED TEXT


The Instructor will assign additional reading and videos to supplement the text. Supplemental articles and links are posted to the class WIKI.
Readings on Electronic Reserves will also be assigned throughout the semester.

## IX. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNED READING</th>
<th>ITEMS DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions &lt;br&gt;Course Overview &lt;br&gt;LR/WIKI Orientation &lt;br&gt;Review of Syllabus and Assignments</td>
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<tr>
<td>September 9</td>
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<tr>
<td>Week 2</td>
<td>Context of Community Practice &lt;br&gt;History, Community Practice in Global Economy</td>
<td>Weil et al Ch 1-3</td>
<td>Blog Post 1 Observations</td>
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<td>September 16</td>
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<td>September 23</td>
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<td>Week 4</td>
<td>Evolution, Models, and the Changing Context of Community Practice Development</td>
<td>Weil et al Ch 7-9</td>
<td>Blog Post 3 Observations</td>
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<td>September 30</td>
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<tr>
<td>Week 5</td>
<td>Organizing and Planning</td>
<td>Weil et al Ch 10-13</td>
<td>Blog Post 4 Observations</td>
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<td>October 7</td>
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<td>Part A Learning Record Project proposals due</td>
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<td>Week 6</td>
<td>October Break</td>
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<td>October 14</td>
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<td>Week 7</td>
<td>Systems, People and Societies of Social Change (Methods, Action, and Organizing, Coalitions, models of policy practice)</td>
<td>Weil et al Ch 14-18</td>
<td>Blog Post 5 Observations First Op-Ed due</td>
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<td>October 21</td>
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<td>Week 8</td>
<td>Issues, Areas, and Fields</td>
<td>Weil et al Ch 19-20</td>
<td>Blog Post 6</td>
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<tr>
<td>October 28</td>
<td>of Community Practice (Cultural competency, Promoting multicultural communication and collaboration)</td>
<td>Observations LR Part B1 and C1 Due</td>
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<td>Week 9 November 4</td>
<td>Fields of Practice and Populations (rural, workplace justice, economic and social development)</td>
<td>Weil et al Ch 21-23</td>
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</tbody>
</table>
| Week 10 November 11 | Fields of Practice and Populations – continued (Community building, children’s service model youth organizing, restorative justice, populations with psychiatric disorders) | Weil et al Ch 21-23
Cook, Judith A., Executive Summary of Findings from the Employment Intervention Demonstration Program
http://www.psych.uic.edu/eidp/EIDPexecsum.pdf
| Week 11 November 18 | Global Issues (Social development, building economic opportunity, international community practice, women in leadership) | Weil et al Ch 28-31 |
| Week 12 November 25 | Community Based Organizations, Community Building, Service Coordination, Program Design, and Resource Development (Non-profits, rural development, youth and family driven services in systems of care) | Weil et al Ch 32-34 |
| Week 13 December 2 | Community Based Organizations, Community Building, Service Coordination, Program Design, and Resource Development – continued (Adult mental health, program planning and fundraising) | Weil et al Ch 35-37
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<thead>
<tr>
<th>Week 14</th>
<th>December 9</th>
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<tr>
<td>Research, evaluation, and Technology in Community Practice (CBR, digital age, and GIS to support community change)</td>
<td>Weil et al Ch 38-40</td>
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<tr>
<td>Week 15</td>
<td>December 16</td>
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<tr>
<td>Group Presentations</td>
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<tr>
<td>December 23</td>
<td>Finals week</td>
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