

**SYLLABUS
SOCIAL INTERVENTIONS III
FALL 2009**

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Office Hours: Wednesdays 1:00pm – 4:00 pm



COURSE DESCRIPTION

This course, a third course in a series of intervention courses, examines the types of human service organizations within the community and examine the political and social context in which community organizing takes place in contemporary society. This course will continue to focus on the stages and processes utilized in generalist social work practice through a problem solving approach.

Particular issues in practice with macro systems, communities and institutions will be examined in the course. Throughout the course special attention will be paid to understanding issues of human diversity and social work values.

This course is designed to introduce the student to social work macro practice. We will learn about "community," by exploring our own communities and the college community. We will also consider "organizing" as a means of bringing people together to meet their own needs, utilizing a problem solving framework for intervention.

Finally, we examine community "organizations" and the role of the social worker in developing and maintaining them. This course is for senior level social work majors.

INSTRUCTIONAL METHODS

The course method will include lectures, discussions, movies, guest speakers and a field trip. The course will be practice oriented and requires active participation by the student for successful completion.

EVALUATION

Grant	25%
PPT	25%
Exams	25% each

Prior permission must be received by the instructor for turning in late assignments. This syllabus is subject to change at the discretion of the instructor. Attendance and classroom participation will be considered in the final grade.

AMERICANS WITH DISABILITIES ACT

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center.

REQUIRED TEXT

Kirst-Ashman, K. & Hull, G. (2006). Generalist Practice with Organizations and Communities. Nelson-Hall Publishers.

COURSE OBJECTIVES

At the successful completion of this course students will be able to:

- 1) Apply critical thinking skills within the context of professional social work practice.
- 2) Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- 3) Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- 4) Understand the forms and mechanisms of oppression and discrimination and apply strategies

of advocacy and social change that advance social and economic justice.

- 5) Understand and interpret the history of the social work profession and its contemporary structures and issues.
- 6) Apply the knowledge and skills of generalist social work practice with systems of all sizes.
- 7) Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- 8) Analyze, formulate, and influence social policies.
- 9) Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
- 10) Use communication skills differentially across client populations, colleagues, and communities.
- 11) Use supervision and consultation appropriate to social work practice
- 12) Function within the structure of organizations and service delivery systems and see necessary organizational change
- 13) Integrate Christian perspectives with the knowledge, skills and values of the social work profession.



LIBERAL ARTS FOUNDATION

Social Work 401 requires students to integrate knowledge acquired in liberal arts core courses, incorporating understandings and applying these understandings in specific social work macro practice situations. Students will use critical thinking skills developed in core courses to assist them in assessment and intervention practice. Evaluating the effectiveness of practice is enhanced by course work in natural and social sciences, including statistics and research methods. Core courses in literature, modern languages and the arts contribute to the development of an understanding of a diverse society. Liberal arts courses in writing and English enable the student to communicate effectively in the social work practice environment.

HUMAN DIVERSITY

Social work 401 builds on understanding diversity developed in courses and practice experiences. Valuing diversity enhances social work practice in macro interventions that emphasize structural change in the community setting.

PROFESSIONAL VALUES AND ETHICS AND THE CHRISTIAN PERSPECTIVE

Social Work 401 addresses issues of values and ethics in professional social work practice. The hallmark of professional macro interventions is a non-judgmental attitude, respectful relationships, knowledge of self and the client system, and effective applications of interventive skills.

PROMOTION OF SOCIAL AND ECONOMIC JUSTICE AND AT-RISK POPULATIONS

It is essential to the practice of macro interventions that the social work professional seek social and economic justice for all client systems. At-risk populations are often the target of macro interventions and social change efforts. Students will gain an understanding of community-based needs assessment which focus on at-risk populations and make recommendations for change based upon the foundations of social and economic development in communities and society.

COURSE OUTLINE

DATE

TOPIC

Sept. 1

Course Introduction

Chapter 1
Macro Social Work
Generalist Practice
History of macro practice
Values and Ethics
Social Work Roles

September 8

Using Mezzo Skills

Chapter 3
Problem Solving
Networking
Planning
Meetings

September 15

Understanding Organizations

Chapter 4
Organizational Theory
Social Systems
Management

Sept. 22

Organizational Change

Chapter 5
Leadership
Decision Making
Agency mission
Agency Structure
Evaluation
Organization Development defined
Tactics for change
Role of the organization in social change
Intervention strategies
Resource consideration

Sept. 29	Agency Policy Chapter 6 Problem Solving Micro Policy Cases Planned change Policymaking Policy-making Models Cooperation, Collaboration, Contest Bargaining and Negotiation
Oct. 6	Exam 1, Grant Groups
October 13	Program Development Chapter 7 Planning Budgets Personnel management Fund-raising Boards Three sector economy
October 27	Understanding Communities Chapter 8 Models of Community Development Social, Economic, Political factors
November 3	Grants Due
November 10	Macro Practice in Communities Chapter 9 Needs Assessment Community Research
November 17	Advocacy and Social Action Chapter 11 Social Action defined Historic social action Contemporary social action

November 24 **Power Point Presentations**

December 1 **Power Point Presentations**

December 8 **Chapter 14 Managing Agency Resources**
Chapter 14
Media
Fund-Raising
Grants

December 15 **Exam 2**

Venture Grant: www.micampuscompact.org

Each person in the class is required to turn in a completed grant application and proposal. You must work in teams of 4 matching students in field with students who are going off campus next semester. The grant proposal must be typed according to the guidelines for proposals. The final product must be free from error and professionally presented in a folder. You must also submit a copy of the proposal in an email attachment.

Power Pt. - Community Needs Assessment

There are three reasons why macro practitioners need a systematic approach to conceptualizing a community and its social problems. First, the person-in-environment view is critical to professional social work practice. Second, community-level macro change requires an understanding of the history and development of a community as well as an analysis of its current status. Third, communities constantly change. A framework for understanding community can be helpful in recognizing and interpreting these changes.

Community analysis provides skill in collecting data, analyzing historical trends and understanding qualitative elements that reflect human experiences, interactions, and relationships.

You will be required to present on a Power Point presentation in class. This presentation must be a visual representation from the major highlights of your community analysis. You must turn in a CD copy of the Power Point presentation.

Kettner Framework for Power Point

FOCUS A: IDENTIFYING TARGET POPULATIONS

Task 1: Understand Characteristics of Target-Population Members

- **What is known about the history of the target population in this community?**
- **How many persons comprise the target population and what are their characteristics?**
- **How do persons in the target population perceive their needs?**
- **How do persons in the target population perceive their community and its responsiveness to their needs?**

FOCUS B: DETERMINING COMMUNITY CHARACTERISTICS

Task 2: Identify Community Boundaries

- **What are the geographic boundaries within which intervention on behalf of the target population will occur?**
- **Where are members of the target population located within the geographical boundaries?**
- **What physical barriers exist for the target population?**
- **How compatible are jurisdictional boundaries of health and human service programs that serve the target population?**

Task 3: Profile Social Problems

- **What are the major social problems affecting the target population within this community?**
- **Are there subgroups of the target population that are experiencing major social problems?**
- **What data is available on the identified social problems and how is available data used within the community?**
- **Who collects the data, and is this an on-going process?**

Task 4: Understand Dominant Values

- **What cultural values, traditions, or beliefs are important to the target population?**
- **What are the predominant values that affect the target population within the community?**
- **What groups and individuals espouse these values and who opposes them?**
- **What are the value conflicts surrounding the target population?**

FOCUS C: RECOGNIZING DIFFERENCES

Task 5: Identify Formal and Covert Mechanisms of Oppression

- **What differences are observed among members of the target population?**
- **What differences are observed between members of the target population and other groups within the community?**
- **How are target population differences viewed by the larger community?**
- **In what way is the target population oppressed because of these differences?**
- **What target population strengths can be identified and how might these strengths contribute to empowerment?**

Task 6: Identify Evidence of Discrimination

- **Are there barriers that inhibit the target population from becoming fully integrated into the community?**
- **What forms of discrimination are experienced by the target population within the community?**

FOCUS D: IDENTIFYING STRUCTURE

Task 7: Recognize Locations of Power

- **What are the primary sources of funding for health and human services for the target population?**

- **Are there strong leaders within the health and human service community that serves the target population?**
- **What type of community power structure influences the service delivery network designed for the target population?**

Task 8: Determine Resource Availability

- **What are the existing community agencies and groups currently seen as major service providers to the target population?**
- **What are the major funding sources for services to the target population?**
- **What nonmonetary resources are needed and available?**

Task 9: Identify Patterns of Resource Control and Service Delivery

- **What groups and associations advocate for and provide assistance to the target population?**
- **How is resource distribution to the target population influenced by interaction within the community?**
- **How is resource distribution to the target population influenced by extra-community forces?**

SWK 401 Bibliography

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