



EAST TENNESSEE STATE
UNIVERSITY

Social Work Department

SOWK 4330 Practice with Organizations and Communities

Syllabus

Contact Information

Instructor Availability

Course Information

Credit Hours

This is a 3-credit course

Course Description and Purpose

This course provides the generalist method as a practice framework for beginning social work practice and moves the beginning generalist practitioner to more complex macro systems. Emphasis is placed on the problem-solving techniques of problem identification, research, and data collection, assessment, design and selection of planned change strategies, implementation, and evaluation. Nondiscriminatory practice is reinforced. Students are required to participate in community-based learning experiences that incorporate program planning and development activities.

Course Prerequisites

- SOWK 1010 Introduction to Social Work
- SOWK 1020 Professional Values and Ethics
- SOWK 1030 Cultural Diversity
- SOWK 1100 Social Services Resources
- SOWK 3000 Human Behavior in the Social Environment I
- SOWK 3210 Social Work Research
- SOWK 3300 Interviewing and Recording Skills
- SOWK 3310 Practice with Individuals
- SOWK 3430 Policy

Course Co-requisites

- SOWK 4451/4 Field Seminar and Practicum

BSWs as Generalist Practitioners

Generalist practice is grounded in the liberal arts and the person and environment

construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the following core competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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 Goals

The goals of this course are...

- To educate students about various aspects of working with organizations and communities.
- To educate students on systems theory and practically applying it to organizations and communities.
- To inform students how to utilize the Generalist Intervention Model when working with organizations and communities.
- To educate students on the various types of community dynamics, problems, and makeup.
- To educate students on organizational and community assessments.
- To educate students on various aspects of advocacy and social action.
- To educate students on the various ethical issues in working with organizations and communities.
- To educate students on various group interventions, treatment, and specialized methods that will inform practice at the macro-level.

Course Objectives and Associated Practice Behaviors

Below are the objectives of this course and the practice behaviors associated with each objective. The practice behaviors are the areas of student competence this course provides a foundation for via realization of the course objectives. By the conclusion of this course, you, as a student, will be able to:

1. Apply advocacy skills when participating in social and economic justice projects.
Competency 3
2. Demonstrate professional demeanor when working with community organizations.

Competency 1, 6

3. Utilize professional values in interventions for at-risk groups. *Competency 1*
4. Analyze models of intervention and apply them to increase social justice.

Competency 3, 7, 9

5. Apply social work values rather than personal bias when working with diverse groups. *Competency 1*
6. Participate in community projects where they are actively analyzing and evaluating social policy. *Competency 5, 6, 7, 9*
7. Develop, implement, and evaluate goals and interventions through a social justice community project. *Competency 3, 6, 7, 8, 9*
8. Apply pertinent research evidence to the community project. *Competency 4*

Major Topics

This course will cover the following topics:

- Generalist Practice and Generalist Intervention Model with Organizations and Communities
- Organizations and Communities Interventions, Treatments, and Specialized Methods
- Organizations and Communities Dynamics and Problems
- Organizations and Communities Assessment
- Ethical Issues in Organizations and Communities
- Advocacy and Social Action
- Agency Resource Utilization

Course Requirements

Textbooks and Readings

Kirst-Ashman, K. & Hull, G.H., Jr. (2018). *Generalist practice with organizations and communities* (7th ed.). Stamford, CT: Cengage Learning.

Additional outside readings are assigned as outlined in the course calendar and are posted on D2L.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication

Per university policy, students must contact me through their ETSU email account. I cannot respond to emails sent via a personal email.

As a social worker, you are expected to have strong communication skills. When writing an email, therefore, please make sure you are professional. Please remember to:

- Always include a subject line.
- Always include a proper greeting and use proper grammar when composing an email.
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails.
- Use standard fonts.
- Respect the privacy of other class members.

Attendance and Participation

Students are expected to engage in discussions and activities regularly throughout the semester. According to ETSU, each 3-credit course should require roughly 90 hours of student work over the semester. That means you will likely spend 10 hours per week on this class- reading, working on assignments, and watching films. I recommend students log on to the course at least two times per week in order to be successful in this course.

Ethical Behaviors

In this course you are expected to show consideration for others, demonstrate integrity in your academic work, and follow ETSU's rules of conduct which can be found at: [ETSU Rules of Conduct](#). Social work students are expected to abide by the *Code of Ethics* established by the National Association of Social Workers, available at [NASW Code of Ethics](#). Failure to abide by and conduct yourself within the parameters of this code may be grounds to decline acceptance into the social work program.

Diversity

In this course, as in Social Work, you are expected to honor and respect others differences. In class discussions it is important to consider culture and diversity as individuals present their points of view. The first day of class students will work to develop ground rules and guidelines for class discussions to ensure an environment that, while may create discomfort, will allow individuals to feel safe in sharing.

Technology in Class

Please be respectful of your classmates and your instructor by turning your cell phone off before entering class and put it away. If there is an emergency family matter and you need to have your phone available, you must get permission from the instructor. For this class there will be a lot of discussion and interactive activities therefore please avoid things that may be distracting.

Processing Sensitive Material

In this course a range of difficult subjects will be discussed that may create strong emotions such as abortion, right to die, and other value issues. It is important to be cognizant of confidentiality of others as well as your own emotional well-being. Keep in mind that these may be cases or perspectives you will hear about from your clients or colleagues as you work in the field. This is an opportunity to practice listening to difficult life events and to practice self-care. The intention is for

students to feel safe to share thoughts and values in a respectful nonjudgmental atmosphere. People may share personal experiences or views. As social workers it is important to keep confidences. What we say in class stays in class. Please note, as in any group setting – the instructor cannot guarantee that all individuals will abide by this. Additionally, if you do not have one already, please create a self-care plan to use throughout the semester. This will help should any topics of discussion trigger highly charged emotional reaction. Should that happen, it is also important to process in a confidential manner with the instructor or a counselor.

Teaching Methods

A goal of the course is to facilitate the development of a learning community, where students learn from one another, not just the instructor. **Students are expected to complete all readings prior to class.** The instructor for this course will use a variety of teaching styles so that the course can actively engage students with diverse learning styles. Teaching methods will include a mixture of lecture, discussion, DVDs, large and small group activities, and student presentations. Small group activities are intended to help students develop group work skills relevant to macro social work practice with task forces, project teams, Boards and advisory committees. **Active participation by the student is critical.**

D2L

Sign onto D2L using your username and password that you use to access ETSU sites. Please check the course site often for updates and announcements. If you are not familiar with D2L and need assistance, please visit [ETSU D2L Assistance](#).

Syllabus Change Policy

Changes to the syllabus and/or course schedule are at the discretion of the instructor. Any revisions to the syllabus or course outline will be announced through an email, posted on D2L, and will be reviewed in class. It is the student's responsibility to adhere to the announced changes and to abide by those changes.

Assignments and Submission Guidelines

An outline and rubric for all assignments are on D2L.

This course will utilize out of classroom resources such as readings from library databases, readings on internet websites, and the D2L course site for submitting assignments. If you are not familiar with D2L please visit [ETSU D2L Assistance](#).

Assignments and Submission Guidelines

Participation Quizzes (10%)

Students will complete several participation quizzes over the course of the semester. Dates for these quizzes will not be announced prior, therefore, students should come to class having read the material for that week. Each quiz is worth 10 points, and your lowest quiz grade will be dropped.

Task Group Agenda/Minutes (5%)

As members of a task group (Community Needs Assessment), students are required to complete an agenda (2.5 points) prior to one scheduled meeting, and record minutes (2.5 points) for one meeting as it occurs.

FIELD AGENCY ORGANIZATIONAL ANALYSIS (10%)

An organizational analysis is the process of reviewing the development, work environment, personnel, and operations of an agency. It describes the purpose of the agency and how it meets its goals, given the resources it has.

Using the student's field placement, you will describe and assess various aspects of the agency. This paper should be four to five pages in length and formatted using APA guidelines. It must include a title page, HEADINGS, and a reference page. Please use the sections found below **as headings** for your paper:

Agency Purpose and Goals 20 POINTS

- Who does the agency serve? (5 POINTS)
- What social problem is this agency addressing? (10 POINTS)
 - You should provide evidence from the literature indicating that this is a social problem. You must use at least two outside resources for this section.
- Please include the agency's mission statement. (5 POINTS)

Stakeholders 15 POINTS

- Who is invested in this organization and why? (10 POINTS)
- What is their role in the agency? (5 POINTS)

Organizational Structure 20 POINTS

- Provide an organizational chart, indicating reporting or relationship hierarchy. (10 POINTS)
- Briefly describe, in narrative form, the chart. (10 POINTS)

Strategic Action Plan 40 POINTS

- Planned Work (20 POINTS)
 - Resources: What resources does your agency need to operate?
 - Activities: What activities does your agency do to achieve its goal or mission? What services does it provide?
- Intended Results (20 POINTS)
 - Outcomes: How will your clients benefit from participating in your agency activities?
 - Impact: What macro-level (community) impact will this have?

Writing/Formatting 5 POINTS**COMMUNITY NEEDS ASSESSMENT (20%)**

A community needs assessment provides a snapshot of local policy, systems, and environmental change strategies currently in place and helps to identify areas for improvement. With this data, communities can map out a course for health improvement by creating strategies to make positive and sustainable changes in their communities.

Students will identify a need or problem in *their community* and research various aspects about this community issue. This paper should be four to five pages in length and formatted using APA guidelines. It must include a title page, HEADINGS, and a reference page. Please use the sections found below **as headings** for your paper:

Identification of a Community Problem 25 POINTS

- What is the community problem you have identified? Why was this issue selected? What type of need is it?
- Describe the issue as it relates to your specific community.

- To what extent is this an issue at the state or federal level?
 - You will need to include at least two outside resources for this section.

Causes/ Correlations 25 POINTS

- What does the literature say is/are causes of this community problem?
- What other issues are associated (correlated) with this community problem? Think macro: environmental determinants, local and federal policies, etc.
 - You will need to include at least two outside resources for this section.

Consequences 25 POINTS

- If not addressed, what are the consequences of this community problem at the macro-level?
 - You will need to include at least two outside resources for this section.

Resources Available 20 POINTS

- What community resources already exist to combat this community problem?
- How effective are these resources at alleviating this community problem?

Writing/Formatting 5 POINTS

COMMUNITY ACTION PLAN (30%)

After completing the community needs assessment, students will then develop a community action plan addressing how this need could be met. This paper should be four to five pages in length and formatted using APA guidelines. It must include a title page, HEADINGS, and a reference page.

Please use the sections found below as **headings** for your paper:

Needs 10 POINTS

- Based on your needs assessment, what are the three primary needs your community faces in relation to this issue?
- Prioritize these needs in order and explain why you prioritized them that way.

Assets 15 POINTS

- Who are your stakeholders? Partners? And target population?
- Identify community assets or strengths that can be tapped to address your community problem.

Action Plan - Two part 70 POINTS TOTAL

- Describe one **program** that you would create in response to this community need. Your program can be a new agency that you would start or it can be a program that's based in an existing agency. (35 POINTS)
 - Discuss the purpose and goals of the program, including the clients served (5 POINTS)
 - Identify Planned Work (15 POINTS)
 - Resources: What resources does your agency need to operate? What funding sources are available to finance an action plan? Be specific. If you plan to ask for donations, who will you ask?
 - Activities: What activities does your agency do to achieve its goal or mission? What services does it provide?
 - Identify Intended Results (15 POINTS)
 - Outcomes: How will your clients benefit from participating in your agency activities?
 - Impact: What macro-level (community) impact will this have?
- Describe one **community event** you would develop in response to this community need. It may be helpful to research events in other communities that have been successful. For example, if you are intending to address homelessness, Project Homeless Connect would be a community event that addresses this community problem. (35 POINTS)

- Discuss the purpose and goals of the program, including the clients served (5 POINTS)
- Identify Planned Work (15 POINTS)
 - Resources: What resources does your agency need to operate? What funding sources are available to finance an action plan? Be specific. If you plan to ask for donations, who will you ask?
 - Activities: What activities does your agency do to achieve its goal or mission? What services does it provide?
- Identify Intended Results (15 POINTS)
 - Outcomes: How will your clients benefit from participating in your agency activities?
 - Impact: What macro-level (community) impact will this have?
- **Writing/Formatting 5 POINTS**

COMMUNITY ACTION PLAN PRESENTATION (25%)

Each student is expected present their community event OR program (pick one but not both) they would create (as stated above) using Powtoon animation. You can go to www.powtoon.com to create a free account (no need to do a trial account...they offer a free account) and use the template to create your presentation. Submit you link to dropbox.

Written Assignments

The social work department adheres to the **American Psychological Association (APA)** style manual for all written work in all classes. **You will be held accountable to this style of writing.** A title page, abstract, and reference page are required for papers. In addition, please make sure your margins are set correctly and you only use Times New Roman 12-point font.

Late and Missing Submission Policy

Students should submit all work on time according to the course schedule. In rare circumstances, I will accept late work, if the student informs the instructor prior to the submission due date. However, points will be deducted for each day the assignment is late.

Grading Policy

Throughout the semester students will engage in class exercises identifying and assessing personal and professional values. Later in the course, classroom exercises will focus on implementing guidelines for handling and resolving ethical dilemmas. Class discussion is important for learning.

It is important to know that grades will not be affected because you may have an opposing point of view from your instructor or some of your classmates. Respectfully challenging others to think outside of their comfort zone, including the instructor, is welcome. This encourages critical thinking which, is a valuable skill in the social work profession. Students will demonstrate their comprehension of professional values and ethical concepts, as well as their skill in ethical decision-making, in individual and class exercises, class participation, presentations, quizzes, and written assignments.

Grading scales:

A = 93 - 100

A- = 90 - 92

B+ =	88 – 89
B =	83 – 87
B- =	80 – 82
C+ =	78 – 79
C =	73 – 77
C- =	70 – 72
D+ =	68 – 69
D =	63 – 67
F =	62 & below

<u>Assignment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Participation Quizzes/In class Activities	10%	Ongoing
<i>Task Group Agenda/Minutes</i>	5%	Ongoing
Field Agency Organizational Analysis	10%	2/28/21
Community Needs Assessment	20%	4/4/21
Community Action Plan	30%	4/11/21
Community Action Plan Presentation	25%	4/16/21
TOTAL	100 %	

Student Services and Technical Resources

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346.

[Visit the Disability Services webpage for more information.](#)

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

University Information

[Syllabus Attachment](#)

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

Course Schedule

A tentative course calendar is on the following pages. However, it is important that you follow the course calendar posted on D2L since this may change.

WEEK 1: REVIEW COURSE Jan 22nd

Please review the syllabus, course schedule, course site, and all assignments.

Read:
None

Topics/Activities:
Introductions
Review syllabus
Class guidelines

Assignments:
NONE

WEEK 2: INTRODUCTION TO MACRO-PRACTICE Jan 29th

Read:
Chapter 1: Introduction to Generalist Practice with Organizations and Communities
Chapter 2: Stress and Time Management

Topics/Activities:
Micro, Mezzo, Macro Practice
Planned Change
Models of Community Organization
Advocating for Human Rights

Assignments:
In-Class Task Group

WEEK 3: WORKING WITH COMMUNITIES Feb 5th

Read:
Chapter 3: Using Micro Skills with Organizations and Communities

Topics/Activities:
Improve skills necessary for working in groups
Apply interviewing techniques in a macro practice context
Understand professional skills needed for networking

Assignments:
In-Class Task Group

WEEK 4: SKILLS FOR ORGANIZATIONAL CHANGE
Feb 19th (NO CLASS)

Read:

Chapter 4: Group Skills for Organizational and Community Change

Topics/Activities:

Leadership Skills
Networking
Teamwork and Collaboration
Conflict Management

Assignments:

None

WEEK 5: UNDERSTANDING HOW TO WORK WITH ORGANIZATIONS
Feb 26th

Read:

Chapter 5: Understanding Organizations
Chapter 6: Decision Making for Organizational Change

Topics/Activities:

Theoretical Approaches to Working with Organizations
Assessing from a Systems Perspective
Organizational Values
Change Process

Assignments:

In-Class Task Group
Organizational Analysis DUE SUNDAY FEB 28TH AT 11:59 PM

WEEK 6: COMMUNITY NEEDS ASSESSMENT
Mar 5th

Read:

Chapter 7: Implementing Organizational Change

Topics/Activities:

Conceptualizing Change at the Macro-Level
Change Agency Policy
Developing Goals
Planned Change Effort
Evaluating Outcomes

Assignments:

In-Class Task Group

WEEK 7: AGENCY RESOURCES, FUDNING, ASSETS
Mar 12th

Read:

Chapter 14: Developing and Managing Agency Resources

Topics/Activities:

Working with Media

Technology

Fundraising

Grants

Assignments:

In-Class Task Group

WEEK 8: NEIGHBORHOODS AND COMMUNITIES AS HELPING NETWORKS
Mar 19th

Read:

Chapter 8: Understanding Neighborhoods and Communities

Topics/Activities:

Systems Perspective

Ecology and the Social System

Community Factors

Helping Networks

Advancing Social Well-Being

Assignments:

In-Class Task Group

WEEK 9: COMMUNITY-BASED MACRO PRACTICE
Mar 26th

Read:

Chapter 9: Macro Practice in Communities

Topics/Activities:

Advancing Social Justice

Perspectives on Community

Community Change

Assignments:

In-Class Task Group

WEEK 10:
Apr 2nd (NO CLASS)

Read:

Chapter 10: Evaluating Macro Practice
Community Needs Assessment Workbook

Topics/Activities:

Program Evaluation
Models of Evaluation
Barriers
Ethics in Evaluation

Assignments:

Community Needs Assessment DUE SUNDAY APRIL 4TH AT 11:59 PM

WEEK 11: WORK DAY
Apr 9th

We will not meet in-person on this day. Instead, you will have a work day to complete your Community Action Plan Assignment.

Read:

Community Needs Assessment Workbook

Topics/Activities:

Community Needs Assessment
Identifying Stakeholders, Assets, Partners, and Resources

Assignments:

Community Action Plan Assignment DUE APRIL 11TH AT 11:59 PM

WEEK 12: COMMUNITY ADVOCACY AND SOCIAL ACTION
Apr 16th

Read:

Chapter 11: Advocacy and Social Action with Populations at Risk

Topics/Activities:

Community Advocacy
Empowerment
Participatory Action Research
Legislative and Political Advocacy

Assignments:

Community Action Plan Presentation Assignment DUE IN CLASS

WEEK 13:
Apr 23rd

Read:

Chapter 12: Ethics and Ethical Dilemmas in Practice with Organizations and Communities

Topics/Activities:

NASW Code of Ethics
The Role of Ethical Boundaries
Ethical Dilemmas in a Macro Context
Cultural Differences

Assignments:

None

WEEK 15:
Apr 30th

Read:

Chapter 13: Using Supervision

Topics/Activities:

Function of Supervision
Improving Supervisory Relationships and Communication
Managing Potential Problems

Assignments:

None