

Social Work Practice III (Organizations and Communities) Course Syllabus

COURSE INFORMATION

Number: SCWK 312
Credits: 3
Pre-requisite: SCWK 311, Social Work Practice II
Co-requisite: None
Quarters offered: Spring

INSTRUCTOR INFORMATION

Instructor: Ann Gowen
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Office hours: As posted

COURSE DESCRIPTION

Social Work Practice III (Organizations & Communities) examines the broad range of social services available within the local, tribal, state, and federal social services systems, while exploring strategies for community change and advocacy. Collecting and assessing information and analyzing the data to plan for effective service delivery will also be explored.

This course is the third in a series of generalist practice courses. It introduces students to work with organizations and communities and to societal change. Community practice has been an essential component of social work throughout its history. Social work has been the leader in efforts to both change oppressive social conditions and promote democratic participation. Groups have been used to strengthen individual skills and capacities, enhance organizational functioning, and improve quality of community life. Most social work practice occurs in organizational settings, requires collaboration with others, and is shaped by policies and internal and external power structures. Effective social work practice skills include problem identification, data collection and assessment, group participation, leadership skills, advocacy, and engagement in social change efforts. Research on empirically based interventions is also included.

It is through ongoing collection and assessment of community advocacy that create decision-making opportunities that have short- and long-term effects on the individual, family, and communities.

Several guest speakers will be invited to present during the quarter. Students are responsible for knowledge of all handout and presentation material.

The following BSW program objectives are addressed in this course:

- #1 Apply critical thinking skills.
- #2 Apply the guiding principles and ethical standards of the National Association of Social Workers (NASW).
- #4 Understand mechanisms of oppression and discrimination, particularly as they affect Native Americans, children, and other vulnerable populations.
- #5 Apply strategies of advocacy and social change to advance social justice.
- #7 Apply knowledge and skills of generalist social work practice with an emphasis on serving Native Americans and children at risk.
- #9 Analyze, formulate, and/or influence social policies at the federal, state, and tribal levels.
- #11 Evaluate effectiveness of practice.
- #12 Demonstrate professional writing and speaking skills.
- #13 Use supervision and consultation appropriate to social work practice.
- #14 Seek necessary organizational change.
- #15 Demonstrate cultural competency in practice with diverse populations, specifically with Native American people.

COURSE OBJECTIVES

Upon successful completion of this course, participants will be able to:

General Course Objectives

1. Demonstrate a basic knowledge of community systems theory as applied to communities and organizations. (PO 7)

Measured by: Meaning of community paper & Task group assessment with Cultural focus

2. Assess strategies to evaluate program outcomes, and ethically mobilize community resources in order to assist in alleviating social problems including the impact of technological advances. (PO 1, 2 & 11)

Measured by: Community analysis paper, Task group assessment with Cultural focus & Electronic advocacy issue of interest

3. Assess the use of advisory boards and interdisciplinary team meetings in the planning for service delivery, and utilization of community services and resources. (PO 14)

Measured by: Community analysis paper & Task group assessment with Cultural focus

Critical Thinking Objectives

4. Apply advocacy skills with the use of the electronic advocacy process. (PO 5)

Measured by: Electronic advocacy issue of interest

Cultural Objectives

5. Describe how the Hellgate Treaty and the construction of Kerr Dam impacted Bitterroot Salish and Kootenai peoples in 1855 and how it currently promotes or deter social and economic justice. (PO 15)

Measured by In-class discussion about the video, "In The Place of Falling Waters" , & Hellgate Treaty Analysis Paper

6. Describe how local groups and organizations advocate for the Salish , Kootenai and other Indigenous populations today. (PO 15)

Measured by: Task group assessment with Cultural focus, Electronic advocacy issue of interest

7. Utilize the social change methodology as described by the Millennium Development Goals (MDG) toolkit and describe how this strategy can impact global interconnections of oppression. (PO 4, 15)

Measured by: Final take home exam on United Nations and Millennium Development Goals toolkit (MDG)

Communication Objectives

8. Demonstrate an understanding of communication variables expressed between rural/urban and lower class/upper class segments of the community. (PO 12)

Measured by: Hellgate Treaty, Community Analysis Paper

Citizenship Objectives

9. Identify two Internet electronic advocacy sites related to the global interconnections of oppression and describe the international issues addressed by the site and the action advocated, if any, to deal with these issues. (PO 5)

Measured by: Electronic advocacy issue of interest, and Internet hard copies of advocacy action.

10. Construct an intervention plan, based on your assessment of group dynamics, designed to assist the group accomplish stated goals and resolve difficulties in group interaction and barriers to goal attainment. (PO 11)

Measured by: Task Group Assessment with Cultural Focus

REQUIRED MATERIALS

Hardcastle, D.A. (1997). *Community practice: Theories and skills for social workers*. New York: Oxford University Press

Various handouts will be provided. Some will be on-line references. The student will be responsible for downloading on-line materials.

COURSE REQUIREMENTS

1. Meaning of Community paper. Answer thoroughly all questions on the personal meaning of "community." All students must complete this questionnaire and an accompanying map or collage of their "personal community."

1. What is your personal definition of community?
2. How did the community you grew up in influence you as a child?
3. How does the community you grew up in influence you now?
4. How does the community you live in currently impact the following:
 - a. Your personal economic status.
 - b. Your spiritual activities.
 - c. Your access to services and supports needed to maintain in school.
 - d. Access to services and supports needed by your family.
5. How does your community contribute to your personal well-being?
6. How do you contribute to the well-being of your community?

20 points. Due second week of quarter.

2. Community Analysis paper. Develop a well-written 2-page "community analysis" report on a community you wish to investigate. This could include one of the following: tribal government, Salish or Kootenai Culture Committees, school communities, community in which you live. It may also be an analysis of the community that you are interested for work with the Task Group Assessment. Include, the mission, goals, and objectives of the community you wish to investigate. Describe the communication variables expressed between rural/urban and lower class/upper class segments of the community.

20 points. Due fourth week of quarter.

3. Task Group Assessment with Cultural Focus. To prepare for this assignment, you will select a task group focused on community, tribal, state, national or international concerns and participate in a minimum of two meetings. You also need to identify the role you take in the group you attend: ie. guest, participant, leader, note taker, community coordinator. 100 points. Due ninth week of quarter. (please see assignment description attached to the syllabi)

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| 4. <u>Electronic Advocacy of Special Interest</u> | 20 points |
| 5. <u>Final Exam (Millennium Project)</u> | 40 points |
| 6. <u>Class participation.</u> | 20 points. |

ATTENDANCE POLICY

Class attendance will be considered in the final grade. A total of 20 points will be reserved for class attendance and participation. If the student misses one or two classes, this will not affect his / her grade, but any classes missed after two classes will lead to a significant loss of points (10 points for every class missed). Any student who misses a total of six (6) or more classes will be asked to withdraw from the class or take a grade of "F".

GRADING

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|---|---------------------|
| Meaning of community paper | 20 points possible |
| Community Analysis Paper | 20 points possible |
| Electronic Advocacy of special interest | 20 points |
| Task group assessment with cultural focus | 100 points possible |
| Final Exam (Millennium Project) | 40 points possible |
| Class attendance and participation | 20 points possible |

A total of 220 points is possible.

Grades are earned in the following way:

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| 198-220 points = A |
| 176-197 points = B |
| 154-175 points = C |
| 132-153 points = D |
| Under 132 points = F |

An Incomplete grade (“I”) for this course is NOT an option, except in cases of extreme emergency or the death of a family member. In either situation, instructor approval is required. The instructor must be notified within 48 hours.

Grading criteria for writing assignments

Written assignments will be worth various points. The distribution of the points will be determined on the following percentages.

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| Content (Clear, coherent, convincing) | 20 % |
| Organization (Follow assignment directions, information in logical order) | 20 % |
| Readability (punctuation, spelling, grammar, follow writing tips) | 20 % |
| Accurate reflection of information | 30 % |
| Reference; correct use of APA format | 10 % |

WEEKLY SCHEDULE

GUEST SPEAKERS, CLASS ACTIVITIES, AND ADDITIONAL HANDOUTS WILL BE ADDED TO THE SCHEDULE

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| Week 1 | System theory Syllabus review; application of system’s theory organizations; discussion of concept of “community.” Read chapters 1-3 <i>Community Practice</i> |
| Week 2 | Discovering the Life of a Community <i>The Place of the Falling Waters: video</i> |

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| | Read chapter 4 & 5 <i>Community Practice</i> Meaning of Community paper due |
| Week 3 | Community and Social Work Practice Read chapters 6 & 7 <i>Community Practice</i> |
| Week 4 | Community as a Personal Solution Read chapter 8 & 9 <i>Community Practice</i> Community analysis paper due |
| Week 5 | Using Your Agency Read chapters 10 & 11 <i>Community Practice</i> |
| Week 6 | Community Advocacy Strategies Read chapters 12 & 13 <i>Community Practice</i> |
| Week 7 | Resource Assessment Electronic advocacy assignment due |
| Week 8 | Problem-solving and Interventions Student presentations begin |
| Week 9 | Quarter project due Student presentations Task group assessment with cultural focus due |
| Week 10 | Final Exam Student presentations |

REFERENCES

- Delgado, M. (2000). *Community social work practice in an urban context: The potential of a capacity enhancement perspective*. New York: Oxford University Press.
- Devore, W.(1981). *Ethnic-sensitive social work practice*. St. Louis: C.V. Mosby Co.
- Garvin, C. (Ed.) (2004). *Handbook of social work with groups*. New York: Guilford Press.
- Gusfield, J. R. (1975). *Community: A critical response*. New York: Harper & Row.
- Hardcastle, D.A. (1997). *Community practice: Theories and skills for social workers*. New York: Oxford University Press
- Huenefeld, J. (1970). *The community activist's handbook: A guide to organizing, financing, and publicizing community campaigns*. Boston: Beacon Press.

Kahn, S. (1970). *How people get power: Organizing oppressed communities for action*. New York: McGraw-Hill.

Kramer, J.R. (1970). *The American minority community*. New York: Crowell.

Lee, J. (1989). *Group work with the poor and the oppressed*. New York: Haworth Press.

Leigh, J. (1998). *Communicating for cultural competence*. Boston: Allyn and Bacon.

Martinez-Brawley, E. (1990). *Perspectives of the small community*. _____;NASW Press.

Metuchen, N. J. (1982). *Social work practice with minorities*. N.J.: Scarecrow Press.

Murphy, L. (1970). *A social history of helping services: Clinic, court, school and community*. New York: Appleton-Century Crofts.

Rivera, F., & Erlich, J. (1998). *Community organizing in a diverse society*. _____MA: Allyn and Bacon.

Roberts, R. & Northen, H. (1976). *Theories of social work with groups*. New York: Columbia University Press.

SKC Syllabus Supplement

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations

Reasonable accommodations are provided to students with diagnosed or suspected disabilities through the ACCESS Office located in the Social Work Department in the Beaverhead Building. For additional information, contact John Domitrovich, the SKC ACCESS Officer, Beaverhead Building Room 131; 406-275-4889; john_domitrovich@skc.edu.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour. For example, if this is a 5-credit course, you are expected to spend 5 hours in class and a minimum of 10 hours outside of class, a total of at least 15 hours each week to earn a C.

Attendance

Good attendance and active participation will help you to achieve success in your academic career. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course.

Guidelines for Papers

A Paper: Generally has strong presentation, with a solid opening paragraph explaining what the paper is about. The argument is clear, logical and backed up by evidence, (assessment, intake, etc.) Examples support your paper. The paper demonstrates a sound command of all material from the course, reading, discussions, guest speakers, etc. “A” papers are well written with few, if any, errors of fact or grammar.

B Paper: Has a presentation, but is less developed. The body uses examples and demonstrates an understanding of the material, but lacks depth or sophistication. There may be errors of fact. Contains more errors of fact or grammar/spelling/punctuation than an “A” paper.

C Paper: Weak or only implied understanding of the topic. Paper demonstrates some evidence of familiarity with the course materials, but in a superficial way. Writing lacks structure often does not use paragraphs, and examples and details are few or missing. Several errors of fact and grammar/spelling/punctuation. Paper is too brief, is not supported by facts. Assignment directions may be only partially followed.

D Paper: Show little evidence of grasping the issue. May make some connections, but in a disjointed way. Rarely offers detailed information. Like C papers, these are usually too brief. Errors of fact are common and errors of grammar/spelling/punctuation. Directions are not followed accurately.

F Papers: Papers are poorly organized and poorly written, do not follow directions, and show very little or no grasp of the subject matter. These are often too brief and may be full of spelling and punctuation errors.

Task Group Assessment with Cultural Focus Assignment

Assignment Goal:

The goal of this assignment is to develop cultural knowledge of and skills in working within a community task group. For purposes of this assignment, cultural knowledge includes not only racial and ethnic considerations but also Considerations of age, gender, religion, disability, sexual orientation etc.

To prepare for this assignment, you will select a task group focused on community, tribal, state, national or international concerns and participate in a minimum of two meetings. You also need to identify the role you take in the group you attend: ie. guest, participant, leader, note taker, community coordinator. This task group may be a committee or subcommittee such as one of the following: a board of directors, council of elders in a church, planning council, city council, tribal council or some similar formal group. Task groups may be elected, appointed, or ad-hoc and self selected, but the one you choose needs to be identifiable by other community members. Arrange to attend at least one group meeting and interview at least one member who has a specific appointed, elected or paid role in the group. Additionally interview at least one member who does not have an official role in the group.

In a four to six page paper, describe the following in your discussion. task group in terms of its purpose, structure (formal and informal linkages), and effectiveness as an agent for bringing about change or helping to improve the quality of life in a community. Include all of part A and B in your written description.

This assignment has two parts:

- A. Task group assessment with cultural focus
- B. Intervention plan design

A. Task group assessment with cultural focus

Write a 4 to 6 page paper based on your observation, interview, and participation in the group you have chosen. Address the following points in your paper.

- ❖ **Group Identification:**
Identify the group: name, stated purpose/group goals, membership, frequency of meetings, topic of meetings, meeting place, structure (formal and informal linkages), etc. Identify the social, economic, and/or political issues of importance to the group and how they relate to the group goals. Why did you select this particular group?
- ❖ **Influences on group:**
Discuss what factors and influences (cultural or other) are evident in the group and how they influence group interaction and the power of group members.
- ❖ **Group Dynamic/difficulties:**
Identify and discuss any difficulties group members encountered with communication and goal attainment. Were difficulties related to cultural factors? How were the difficulties dealt with? Give examples.
- ❖ **Group Dynamic/assets:**
Identify and discuss factors that support group interaction and the attainment of goals. Are these factors related to culture? Give examples.
- ❖ **Personal awareness of cultural influences:**

Assess your personal beliefs and values. How do these values effect your interaction with group members? Describe how your values and beliefs are similar of different from others in the group.

❖ **Analysis of group effectiveness:**

Assess the effectiveness of the group in accomplishing stated goals and maintaining positive interaction among group members and commitment to resolving group problems. Identify and give examples of how these were evident in the group you observed. To understand and clarify organizational structure, with whom would you consult? Was the group effectiveness as an agent for bringing about change or helping to improve the quality of life in the community.

B. Intervention plan design

Construct an intervention plan using the Social Work Problem-Solving Strategy based on your assessment of group dynamics, designed to assist the group accomplish stated goals, resolve problems, and maximize cultural strengths. Include a description of how your knowledge and use of cultural factors are incorporated into your intervention. Describe the intervention and the change effort. Describe your criteria to evaluate the change effort. Consider the ethical guidelines of NASW. Analyze whether or not the actions are in alignment wit the code of ethics.

Hardcastle, D.A. (1997). *Community practice: Theories and skills for social workers*. New York: Oxford University Press. "The Social Work Problem-Solving Strategy" can be found on pages 11-16. The strategy is as follows:

1. Recognition of a problem and establishment of the need for change.
2. Information gathering.
3. Assessment and the development of a case theory and plan for change.
4. Intervention and the change effort.
5. Evaluation and termination of the change effort.

Please refer to the following process:

1. Brainstorming problem identification and the need for change:
 - a. Who is the initiator of the change effort?
 - b. What condition is perceived as needing change?
 - c. What outcomes are hoped for?
2. Gather information on the problem and possible resources:
 - a. Who is the client system?
 - b. What are the strengths and needs of the client system?
 - c. How does the problem impact the client system?
 - d. What other groups are involved in the problem?
 - e. What possible limitations or barriers might influence problem solving?
 - f. What resources are needed to achieve desired outcomes?
3. Assessment and development of a plan for change:
 - a. Explain the problem.
 - b. Outline the desired outcomes.
 - c. List methods that will be used to make changes.
 - d. Why do you believe the methods will effect positive change?

Final Exam

The completed project should be at least two pages in length. This exam will be a project worked on in class. Some class time will be provided to work with peers brainstorming and developing strategies for the project. The final 3-page paper will be due the last week of class. Presentations will be scheduled Week 8, 9 and 10.

In September 2000 world leaders met, in the United Nations and formulated the Millennium Development Goals (MDG). They provided an agreed upon framework to reduce poverty and improve lives. For this assignment the student will be provided information from the MDG Campaigning Toolkit. From the information provided each student will be asked to develop a campaign, in his local community, to address one of three specific goals from the MDGs. The text, lectures, discussions, handout materials and the Toolkit provide specific information on developing a campaign to meet the goals of your project. You will develop a plan that addresses one of the following goals:

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empower women.

The steps that you need to address your plan and strategy are as follow:

1. Problem analysis.
2. Goal and analysis.
3. Stakeholders.
4. Message.
5. Tactics.
6. Messenger.
7. Resources.
8. Assessment.

The paper that the student produces must briefly describe the community and define the problem, specific to their own community or the community their group has chosen to work with. The remainder of the paper will provide an overview of the plan, specific to the eight steps listed above. The paper must be at least two pages and list references used in the development of the plan.

Students may work together in groups of no more than four students. They may share research and may do their presentation as a group. Each student must turn in her/his own paper. It may not be a duplicate of other student's in the group.

The MDG Action Center outlines how to develop campaigns. You will want to review all of the chapters on this sight, but Chapter 3 is the specific chapter you will use in this assignment. The web hyper-link is as follows:

<http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=403123>

Various links from this site may be used to complete the final paper.

What they are

The Millennium Development Goals (MDGs) are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions-income poverty, hunger, disease, lack of adequate shelter, and exclusion-while promoting gender equality, education, and environmental sustainability. They are also basic human rights-the rights of each person on the planet to health, education, shelter, and security.



Goal 1: Eradicate Extreme Hunger and Poverty



Goal 2: Achieve Universal Primary Education



Goal 3: Promote Gender Equality and Empower Women



Goal 4: Reduce Child Mortality



Goal 5: Improve Maternal Health



Goal 6: Combat HIV/AIDS, Malaria and other diseases



Goal 7: Ensure Environmental Sustainability



Goal 8: Develop a Global Partnership for Development

The world has made significant progress in achieving many of the Goals. Between 1990 and 2002 average overall incomes increased by approximately 21 percent. The number of people in extreme poverty declined by an estimated 130 million. Child mortality rates fell from 103 deaths per 1,000 live births a year to 88. Life expectancy rose from 63 years to nearly 65 years. An additional 8 percent of the developing world's people received access to water. And an additional 15 percent acquired access to improved sanitation services.

But progress has been far from uniform across the world-or across the Goals. There are huge disparities across and within countries. Within countries, poverty is greatest for rural areas, though urban poverty is also extensive, growing, and underreported by traditional indicators.

Sub-Saharan Africa is the epicenter of crisis, with continuing food insecurity, a rise of extreme poverty, stunningly high child and maternal mortality, and large numbers of people living in slums, and a widespread shortfall for most of the MDGs. Asia is the region with the fastest progress, but even there hundreds of millions of people remain in extreme poverty, and even fast-growing countries fail to achieve some of the non-income Goals. Other regions have mixed records, notably Latin America, the transition economies, and the Middle East and North Africa, often with slow or no progress on some of the Goals and persistent inequalities undermining progress on others.