FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW6306	CURRENT COURSE TITLE: GENERALIST PRACTICE WITH ORGANIZATIONS & COMMUNITIES

CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE PREFIX FROM: TO:	
CHANGE COURSE NO. FROM: TO:	
CHANGE CREDITS[2] FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE GRADING FROM: TO:	
CHANGE DESCRIPTION TO:	CHANGE REGISTRATION CONTROLS TO:
Students will develop knowledge and competencies in applying the generalist practice model to influence macro change with institutions, policies and environments using evidence-based practice and NASW Code of Ethics. Macro social work history and theories are examined.	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments.[3] N/A

Faculty contact, email and complete phone number:
Elwood Hamlin, ehamlin@fau.edu 561-297-2864

Approved by:	Date:	1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf*
Department Chair: _____	_____	
College Curriculum Chair: _____	_____	
College Dean: _____	_____	2. Review **Provost Memorandum: Definition of a Credit Hour** *www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf*
UGPC Chair: _____	_____	
Graduate College Dean: _____	_____	
UFS President: _____	_____	3. **Consent** from affected departments (attach if necessary)
Provost: _____	_____	

Email this form and syllabus to *UGPC@fau.edu* **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6306 Sec. 002 Call No. 89761

Generalist Practice with Organizations and Communities

Semester: Fall 2012
Start/End Date: Aug 23 – Dec 6
Instructor: Wes Hawkins
Phone:561-297-3234 (Dept Office)
Email:whawkins@fau.edu
Blackboard: http://bb.fau.edu

Classroom: Soc Science 315
Class Times: 4-6:50
Office Hours: 2 hours before class
Office Location: Soc Science 315
Web: www.fau.edu/ssw

COURSE DESCRIPTION
Social or macro change seeks to influences institutions, policies and environments rather than micro change at the level of the individual. This course provides the theoretical framework and practice skills essential for macro practice with communities and organizations. It will provide the learner an opportunity for the necessary reflection, clarity and critique so essential to professional change agents, especially related to social work interventions with organizations such as social service agencies and communities. The knowledge and skills base will include theory and practice in social action, community organization, organization maintenance, persuasive communication, and social marketing.

RELEVANCE TO EDUCATIONAL PROGRAM
The course is the last course in the practice sequence, which fully enables the student to function as a generalist practitioner. It is devoted to the practice of macro level social work and as such it is directly related to HBSE 1, which provides students with an understanding of macro theory, and HBSE 2, which stresses bio-psychosocial development. This course links to Social Welfare Policy by linking individual, group and community functioning with social, economic, cultural, and political forces. It relates to Profession of Social Work by focusing on the social worker as agency employee and change agent in the macro environment. It prepares the student for Social Work Research by emphasizing macro interventions that are being evaluated within the Generalist Intervention Model.

COMPETENCIES AND FOUNDATION PRACTICE BEHAVIORS

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

1. Identify as a professional social worker and conduct oneself accordingly.

- Advocate for individual clients access to the services of social work (PB 1a).1
- Function within clearly defined professional roles and boundaries in the context of practice with organizations and communities (PB 1c).
- Demonstrate professional demeanor in behavior, appearance, and communication (PB 1d).

2. Apply social work ethical principles to guide professional practice.
- Recognize and manage personal values in a way that allows professional values to guide practice (PB 2a).
- Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles in practice with organizations and communities (PB 2b).
- Tolerate ambiguity in resolving ethical conflicts related to practice with organizations and communities (PB 2c).
- Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with organizations and communities (PB 2d).

3. Apply critical thinking to inform and communicate professional judgments.
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with organizations and communities (PB 3a).
- Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with organizations and communities (PB 3b).
- Demonstrate effective oral and written communication in working with organizations, communities, and colleagues (PB 3c).

4. Engage diversity and difference in practice.
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse populations (PB 4b).
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).
- View themselves as learners and engage those with whom they work as informants (PB 4d).

5. Advance human rights and social and economic justice.
- Understand the forms and mechanisms of oppression and discrimination in practice with organizations and communities (PB 5a).
- Advocate for human rights and social and economic justice (PB 5b).
- Engage in practices that advance social and economic justice (PB 5c).

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1 PB – stands for "practice behavior" and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

6. Engage in research-informed practice and practice-informed research.

- Use experience in practice with communities and organizations to inform scientific inquiry (PB 6a).
- Use research evidence to inform practice with organizations and communities (PB 6b).

7. Apply knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation in practice with organizations and communities (PB 7a).

8. Engage in policy practice to advance social and economic well-being and to deliver social work services.

- Analyze, formulate, and advocate for policies that advance social well-being (for clients and communities) (PB 8a).
- Collaborate with colleagues and clients for effective policy action (for clients and community) (PB 8b).

9. Respond to contexts that shape practice.

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB 9a).
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB 9b).

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- Engagement: Substantively and effectively prepare for action with organizations and communities (PB 10a).
- Engagement: Use empathy and other interpersonal skills in practice with organizations and communities (PB 10b).
- Engagement: Develop a mutually agreed-on focus of work and desired outcomes in practice with organizations and communities (PB 10c).
- Assessment: Collect, organize, and interpret client data in practice with organizations and communities (e.g., for populations as risk) (PB 10d).
- Assessment: Assess client strengths and limitations in practice with organizations and communities (PB 10e).
- Assessment: Develop mutually agreed-on intervention goals and objectives in practice with organizations and communities (PB 10f).
- Assessment: Use evidence-based practice to select appropriate intervention strategies for practice with organizations and communities (PB 10g).
- Intervention: Initiate actions to achieve organizational goals (PB 10h).
- Intervention: Implement prevention interventions that enhance client capacities in practice with organizations and communities (PB 10i).

3

- Intervention: Help clients resolve problems in practice with organizations and communities (PB 10j).
- Intervention: Negotiate, mediate, and advocate for clients in practice with organizations and communities (PB 10k).
- Intervention: Facilitate transitions and endings in relation to practice with organizations and communities (PB 10l).
- Evaluation: Critically analyze, monitor, and evaluate interventions with organizations and communities (PB 10m).

TEACHING METHODOLGIES:

Teaching methods include critical inquiry, lecture, discussions, and simulated case study approach.

Office Hours:
2 hours before your class or after. Or by Appointment.

COURSE ASSIGNMENTS AND GRADING:
All assignments are due by email before the start of your class for that day. After class begins no late assignments accepted.

SUMMARY OF EVALUATION CRITERIA
1. Social Movement Paper   30
2. Social Movement Oral Presentation   10
3. Written/Oral Abstract/Summaries of Chapters   60
4. Macro Project   60
5. Macro Oral Presentation   40
6. Class Attendance /On-Time/ Class Participation 300 *

*(50 pts deducted when late, 100 pts. when absent and 10 pts. off-task in class (e.g. checking e-mail, working on other assignments in class)

Assignment # 1: Social Movement Paper and PowerPoint Presentation
Paper: 3-5 typewritten pages. Identify a social movement of interest to you. Students will document the origins, significant actions, and results of a social movement (e.g., the women's movement, the civil rights movement, the right to die movement, the environmental movement, the labor movement, etc.). They must incorporate relevant content from the text. APA format and writing standards are required. Examine aspects of the social movement in terms of origin, major persons involved, aims in historical context, composition, type of action, evolution over time, concurrent influences, and current status in terms of programmatic, policy or legislative change. Your PowerPoint will incorporate each component previously described (e.g. Origin, Major Persons Involved) (30 pts).

Oral Presentation of Paper: Present a summary of your findings on your social movement in a 10-15 minute PowerPoint presentation in class. (10 pts.)

[PBs 1a, 1c, 1d, 2a, 2b, 2c, 2d, 3a, 3c, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 7a, 8a, 9a, 10c, 10d, 10g, 10i, 10j, 10k, 10l, 10m]

Assignment # 2: Six (6) Abstracts/Summaries of Chapters in KA Textbook (60 pts. - 10 pts each)

Abstracts of chapters in Text. You are to do the following chapters: Chapters 1,11,5,6,7,9 See course schedule for due dates.

Follow these guidelines for doing chapter abstracts.

1. Purpose of chapter.
2. Brief narrative summary of chapter.
3. Your reaction and what your learned from chapter.
4. Typed - APA style.

[PBs 1a, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 4a, 4b, 4d, 5a, 5b, 5c, 6a, 6b, 7a, 8a, 8b, 9a, 9b, 10a, 10b, 10c, 10d, 10e, 10f, 10g, 10i, 10j, 10k, 10l, 10m]

Assignment # 3: Simulated Macro Project   (100 pts Total)

Paper: 10+ typewritten pages.

You will be required to develop a simulated social change project based on social issue and a community of your choice. The simulated macro project consists of two parts: community assessment and program implementation.

Community Assessment: You will first conduct a community assessment on the potential for social change in your community.

You will follow the steps for the program planning model as described in your text.

Program Implementation: For the second part of your macro project, you will write a simulated proposal using the steps for the program implementation model in your text.

As noted in your text, this model follows a standard grant format to plan, implement, and evaluate your project. (60 pts.)

Oral Presentation of Macro Projects: Present Macro Projects by PowerPoint in class **(40 pts.)**

[PBs 1a, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 4a, 4b, 4d, 5a, 5b, 5c, 6a, 6b, 7a, 8a, 8b, 9a, 9b, 10a, 10b, 10c, 10d, 10e, 10f, 10g, 10i, 10j, 10k, 10l, 10m]

Class Attendance and Participation: (300 pts.)

Participation will occur in class, on the online forum, and by email. Students must demonstrate professionalism in all communication (i.e., be respectful and recognize and manage personal values in a way that allows professional values to guide practice). See professional expectations for more details regarding attendance, punctuality, and preparation. Failure to adhere to these

expectations may result in a reduction of the final grade. IF YOU MISS FIRST CLASS, YOU WILL NOT BE ALLOWED TO ENROLL FOR CLASS.

> **Note: This is graduate school. All assignments are due on time and to be completed. You are expected to attend all classes and be on time. Two unexcused absences or late arrivals will result in an F for the class. I have a zero tolerance for** students who do not meet these requirements. **You are not ready for graduate school if you cannot attend and be on time. Do you want a therapist that would miss your appointment or come in late to a therapy session. You are being trained to be a Professional and you are responsible for others - so let me be clear and redundant - be here and be on time.**
> [PBs 1c, 1d, 3c, 10b]

GRADING SCALE: (% of total points)
Grading Scale: (% of total points)
A = 93-100,   A -= 90-92,   B+ = 87-89,   B = 83-86 ,   B-= 80-82,   C+ = 77-79,   C= 73-76, C= 70-72,   D+ = 67-69,   D = 63-66,   D- = 60-62,   F = 59 and below

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.
   Participate in group activities and assignments at a comparable level to peers.
   Complete work in a timely fashion and according to directions provided.
   Come to class prepared, with readings and other homework completed.
2. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
   Listen while others are speaking.
   Give feedback to peers in a constructive manner.
   Approach conflict with peers or instructors in a cooperative manner.
   Use positive and nonjudgmental language.
3. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.
   Maintain any information shared in class, dyads or smaller groups within that unit.
   Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)
   Never use names of clients or disclose other identifying information in the classroom.

4. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

   Come to class with books, handouts, syllabus, and pens

   Seek out appropriate support when having difficulties to ensure success in completing course requirements.

   Take responsibility for the quality of completed tests and assignment.

   Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity**: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

   Academic: Commit yourself to learning the rules of citing other's work properly.

   Do your own work and take credit only for your own work.

   Acknowledge areas where improvement is needed.

   Accept and benefit from constructive feedback

   Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so. **Diversity**: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

   Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

   Exhibit a willingness to serve diverse groups of persons.

   Demonstrate an understanding of how values and culture interact.

6. **Communication**: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

   Demonstrate assertive communication with peers and instructors.

   Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

8. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

   Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

   Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU

Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at http://www.fau.edu/registrar/universitycatalog/welcome.php. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required.* More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class.* If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

Policy on Use of Computers and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

TEXTBOOKS:
The textbook required for this course are:

Kirst-Ashman, K. & Hull, G. (3rd edition or higher). Generalist practice with organizations and communities. Thomson. Brooks/Cole.

The required book is available at the campus bookstore.   Additional course material will be posted on blackboard.

Recommended Texts:
Kahn, S. (1991). Organizing: A guide for grassroots leaders.
     Silver Spring, MD: NASW.
Tropman, J., Erlich, J., and Rothman, J. (1995). Tactics and techniques of
     community intervention. Itasca, IL: F.E. Peacock Publishers. (3rd Edition)

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course at http://blackboard.fau.edu for additional information. IMPORTANT: Blackboard uses the email addresses assigned to you by
FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (http://myfau.fau.edu) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

COURSE OUTLINE AND READING ASSIGNMENTS

Class	Topics

Week 1 8/23	**UNIT I: BACKGROUND TO MACRO SOCIAL WORK PRACTICE**
	
	MACRO PRACTICE: SOCIAL MOVEMENTS/SOCIAL CHANGE
	
	    Lecture: I. Major Social Movements
	                 II. Structure of Social Movements
	                 III. History of Social Change: Macro Practice
	
	      Discussion: "There is no point in trying to change things. Big money runs everything and besides you can lose your job if you raise too much hell."

Week 2 8/30	**UNIT I: BACKGROUND TO MACRO SOCIAL WORK PRACTICE**
	
	MACRO PRACTICE IN COMMUNITIES
	      Lecture I. Models of Social Change That Have Been Successful:
	                 II. What makes for successful planned social change project?

	Discussion Topic: "Multi-dimensional problems not solved by one dimensional solution. **Required Readings and Abstract # 1 due: Chapter 1 of Kirst-Ashman text:** *Introduction to Generalist Practice with Organizations and Communities* **(all abstracts due before start time of class by email – no late papers accepted)** •
Wee k 3 9/6	**UNIT I: BACKGROUND TO MACRO SOCIAL WORK PRACTICE** **PowerPoint Presentation of Social Movement Papers by Students**Due: All Social Movement Papers emailed to me before class start time.
Wee k 4 9/13	**UNIT I: BACKGROUND TO MACRO SOCIAL WORK PRACTICE** **PowerPoint Presentation of Social Movement Papers by Students** **Required Readings and Abstract # 2 due: Chapter 11 of Kirst-Ashman text:** *Advocacy and Social Action with Populations-At-Risk*
Wee k 5 9/20	**UNIT II: THEORETICAL APPROACHES/STRATEGIES FOR SOCIAL CHANGE** **MACRO PRACTICE: SOCIAL MARKETING** Lecture I. Models of Social Marketing II. Classic Examples III. How To Do Social Marketing Discussion IV. Social Marketing: The Four P's of Readings "We can learn a lot from business in terms of helping those oppressed."
Wee k 6 9/27	**UNIT II: THEORETICAL APPROACHES/STRATEGIES FOR SOCIAL CHANGE** **MACRO PRACTICE: PERSUASIVE COMMUNICATION THEORY/MASS MEDIA** Lecture I. Models of Persuasive Communication II. Classic Examples III. How To Do Persuasive Communication Discussion IV. Media: The Fourth Branch of Government Discussion Topic: "Some argue that media is the most powerful social change strategy - noting we even elect our Presidents through the media. Some have argued the media is so powerful that it is called

	the "fourth branch of government" - HOW DID OBAMA WIN? The new model of media. Internet as tool for Advocacy!!!!!!!

Wee k 7
10/4
	UNIT II: THEORETICAL APPROACHES/STRATEGIES
	FOR SOCIAL CHANGE
	
	MACRO PRACTICE: COMMUNITY ORGANIZATION
	(Social Action Approach)
	Lecture I. Models of Social Action
	              II. Classic Examples
	              III. How To Do Social Action
	Discussion IV. Community Action through Affiliations
	
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Wee k 8
 	
10/1
1
	UNIT II: THEORETICAL APPROACHES/STRATEGIES
	FOR SOCIAL CHANGE
	MACRO PRACTICE: COMMUNITY ORGANIZATION
	(Community Development Approach)
	Lecture I. Definition of a Community
	              II. Models of Community Development: Classic Examples
	              III. How To Do Community Development
	
	Discussion **IV. Comprehensive Community Initiatives**
	           Discussion Topic:
	           "Apathy is easy to overcome by just making people aware
	           of those in need and pain."

Wee k 9
10/1
8
	UNIT II: THEORETICAL APPROACHES/STRATEGIES
	FOR SOCIAL CHANGE
	
	CLASS 4 **MACRO PRACTICE: EMPOWERMENT THEORY: Paulo Friere**
	and Saul Alinsky
	        Lecture I. Empowerment Theory for Social Change
	                 II. Empowerment Approaches: Classic Examples
	                 III. How To Do Empowerment
	
	        Discussion: **IV. Economic Revitalization/Self-Sufficiency**
	               Discussion Topic: Who should determine the
	                               goal of social change?
	
	       Exercise: Conduct simulated Power Analysis of Boca Raton.
	
	Required Readings and Abstract # 3 due: <u>Chapter 5</u> of Kirst-Ashman text:
	PREPARE- Decision Making for Organizational Change

Wee k 10
 	
10/2 5
	UNIT III: COMMUNITY ASSESSMENT FOR SOCIAL CHANGE POTENTIAL
	
	PREPARE MODEL: Community Assessment for Social Change
	
	     I. Models of Community Assessment
	      II. Classic Examples
	      III. How To Do Community Assessment
	
	     Discussion Topic: Can social change occur without
	              the support from the Power Elite?
	
	Required Readings and Abstract # 4 due: Chapter 6 of Kirst-Ashman text:
	IMAGINE – How to implement Macro Intervention: Changing Agency Policy

Wee k 11
 	
11/1
	UNIT IV: PROGRAM PLANNING/IMPLEMENTATION FOR SOCIAL CHANGE
	
	IMAGINE MODEL : Program Implementation for Social Change
	    Lecture I. Models of Program Implementation
	
	           II. Classic Examples
	           III. How To Do Program Implementation
	    Discussion IV. Program Implementation
	           Discussion Topic: "One could lose one's job
	                    on well-meaning social change
	       projects."
	
	Required Readings and Abstract # 5 due: Chapter 7 of Kirst-Ashman text:
	Imagine: Project Implementation and Program Development
	
	Required Readings and Abstract # 6 due: Chapter 9 of Kirst-Ashman text:
	Macro Practice in Communities

Wee k 12 11/8	**WORK ON MACRO PROJECTS: NO Class.**
Wee k 13 11/1 5	**Presentation of Macro Projects: PowerPoint** *ASSIGNMENTS # 4 & 5: All Written Macro Projects and PowerPoint Presentations due by email before start of class.* *No late assignments accepted.*
Wee k 14	**Presentation of Macro Projects: PowerPoint**

11/2 9	
Wee k 15 12/6	**Presentation of Macro Projects: PowerPoint**

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

SUMMARY of ASSIGNMENTS DUE

Assignment 1&2: Social Movement Paper and PowerPoint Presentation >	Due: Week 3 before start of class
Assignment 4&5: Written and PowerPoint Presentation of Macro Project >	Due: Week 13 before start of class
Assignment 3: Summary Chapter Abstracts of Text >	DUE: One abstract due for week 2, 4,9,10. Two abstracts due for Week 11.

Bibliography:

Alinsky, S. (1971). *Rules for Radicals*. New York: Vintage Books.

Freire, P. (1989). *Pedagogy of the Oppressed*. New York: Continuum.

Freire, P. (1990). A critical understanding of social work. Journal of Progressive Human Services,1(1):3-9.

Meenaghan, T. & Gibbons, E. (2000). *Generalist Practice in Larger Settings: Knowledge and Skill Concepts*. Chicago: Lyceum Books.

Payne, M. (1997). *Modern Social Work Theory*. Chicago: Lyceum Books,

Specht, H., & Courtney, M.E. (1994). Unfaithful angels: How social work has abandoned its mission. New York, NY: The Free Press.

Staples, L. (1984). Roots to power: A manual for grassroots organizing. New York: Praeger Publishers.

Stout, L. (1996). Bridging the class divide and other lessons for grassroots organizing. Boston, MA: Beacon Press.

Tropman, J. E., Erlich, J.L., & Rothman, J. (eds.). (1995). Tactics and techniques of community intervention (3rd ed.). Itasca, IL: F.E. Peacock.

Zinn, H. (2003). *Passionate Declarations*. New York: HarperCollins

Publishers

| **SAFEWALK – Night Owls** |
| Boca Raton 561-297-6695   Davie 954-236-1902   Ft. Lauderdale 954-762-5611   Jupiter 561-799-8700 |
| Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements. |

| **STUDENTS WITH DISABILITIES** |
| In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD 1 (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures. |

| **DISCRIMINATION OR HARASSMENT – 561-297-4004** |
| Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at http://www.fau.edu/ssw/nondiscrim.html. |

| **RELIGIOUS HOLIDAYS** |
| This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays. |

| **HONOR CODE** |
| Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf. |

| **ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES** |
| For additional information on student rights and responsibilities, please see the FAU Catalog at http://www.fau.edu/registrar/universitycatalog/welcome.php. and the BSW Student Manual at http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf. or the MSW Student Manual at http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf. |