

**FLORIDA ATLANTIC UNIVERSITY**  
**PHYLLIS AND HARVEY SCHOOL OF SOCIAL WORK**  
**SOW 4343 Sec. 003 CRN 12825**  
**Social Work Practice with Communities and Organizations**  
**Three Credit Hours**

Semester: Fall 2018	Classroom: Culture and Society Bldg. Room 128
Class dates: 8/24/18 - 11/30/18	Class Times: Friday 4:00 pm - 6:50 pm
Instructor: Lydia Bartram	Office Hours: By appointment
Phone: 561-762-5708	Class Location: Boca Raton
Email: <a href="mailto:lbartram@fau.edu">lbartram@fau.edu</a>	Web: <a href="http://www.fau.edu/ssw">www.fau.edu/ssw</a>
Canvas: <a href="https://canvas.fau.edu/courses/52493">https://canvas.fau.edu/courses/52493</a>	

**Course Description:**

Social or macro change seeks to influence institutions, policies and environments rather than micro change at the level of the individual. The purpose of this course is to provide students with knowledge, skills and conceptual framework of macro practice using a generalist framework. Strategies will be taught which will enable future social workers to effect social change which will improve the environments in which their clients live.

**Relevance to Educational Program:**

This 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 amenable to evaluation.

## Competencies and Educational Objectives

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 client access to the services of social work (PB 1a).<sup>1</sup>
- 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).

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<sup>1</sup> 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.

#### **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).

#### **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 at 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).
- 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 Methodologies:**

Teaching methods include lectures, discussions, an online forum, field assignments, reading and writing assignments, and videos.

#### **Course Assignments and Grading:**

**All assignments are due before class on the dates indicated in the course outline. NO EXCEPTIONS.** All assignments **must be submitted electronically** to Canvas unless otherwise indicated by the instructor. All written assignments must be prepared and submitted as **Word documents**. The quality of writing will have an impact on the grade. See <http://www.library.fau.edu/npb/respaper.htm> for writing and research tips.

### Grading summary:

Social Movement Presentation	35
Community Assessment	75
Mapping Project	25
Macro Project Presentation	100
Participation	15
Total	250

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

### Written assignments:

Overviews of assignments are provided below. More detailed instructions and criteria for evaluation of the assignments will be posted on Blackboard and explained in class.

#### 1. **Social Movement Presentation**

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.). 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.

Presentation should be 10-15 minutes in length.

**Due 9/14/18**

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

2. **Community Assessment**-Students will use designated criteria to conduct an evidence-based assessment of strengths and weaknesses of a local community and make recommendations for changes. A written report, 8-10 pages in length. **Due 10/5/18**

[PBs 1a, 1c, 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]

3. **Mapping Project**-Each student will create a detailed map based on their community assessment mapping experience. Students will also turn in photocopies of the maps they created. More detailed information will be given in class. **Due 10/26/18**

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

4. **Macro Project**-Based on the community assessment and mapping project students will put together a macro project proposal focused on one of the social problems identified in the community. A 10-15 minute presentation will summarize the project. It must be a detailed explanation of a macro project. **Due 11/9/18**

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

5. **Participation**-Students will be expected to fully participate in all 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.

[PBs 1c, 1d, 2a, 3c, 4d, 10b]

### **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 may 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.*
- 6. 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.*
- 7. 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).

### **Policy on Use of Recording Devices in the Classroom**

The School of Social Work prohibits the use of computers, audio recording, or video recording of instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does not apply to students receiving services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

#### **Textbook:**

The textbook required for this course is:

Generalist Practice with Organization and Communities – 7<sup>th</sup> edition Kirst-Ashman/Hull, Jr. **ISBN:** 9781305943292

Additional course materials will be posted on Canvas. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the helpdesk at 561.297.3999.

### Course Outline and Reading Assignments:

The following outline and readings may change as the course progresses, given student interests and needs.

Class	Topics	Readings
8/24	Introductions & Review Syllabus Social Movements & Mapping	
8/31	Introduction to Generalist Practice with Organizations & Communities Micro Skills with Organizations & Communities (Nonverbal Communication)	Chapters 1-2
9/7	Group Dynamics & Skills for Supporting Change; Conflict, Stress & Time Management	Chapters 3,14
9/14	<b>Assignment #1: Social Movement Power point presentations Due</b> Social Movement presentations	Presentations in class
9/21	Social Movement presentations	Presentations in class
9/28	Social Movement presentations	Presentations in class
10/5	Understanding Organizations & Decision Making for Organizational Change; Using Supervision <b>Assignment #2: Community Assessment Due</b>	Chapters 4-5, 12
10/12	Implementing Macro Interventions & Understanding Neighborhoods and Communities	Chapters 6-7
10/19	Work on Macro Projects	
10/26	<b>Assignment #3: Mapping Project Due</b> Macro Practice and Evaluation in Communities	Chapters 8-9
11/2	Advocacy, Ethics & Managing Agency Resources	Chapters 10-11,13
11/9	<b>Assignment #4: Macro Project Due</b> Macro presentations	Presentations in class
11/16	Macro presentations	Presentations in class
11/23	Thanksgiving- <b>NO CLASS</b>	
11/30	Macro presentations Course Review & Reflection	Presentations in class

In the event of a hurricane warning, see [www.fau.edu](http://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.

## Bibliography:

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

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

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.

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.

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.

### **STUDENT ACCESSIBILITY SERVICES**

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 Student Accessibility Services (SAS) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585 and follow all SAS procedures.

### **DISCRIMINATION OR HARASSMENT – 561-297-3004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Office of Equity, Inclusion, and Compliance for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://cdsi.fau.edu/ssw/current-students/nondiscrimination-policy>

### **RELIGIOUS HOLIDAYS**

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

### **CODE OF ACADEMIC INTEGRITY**

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://www.fau.edu/ctl/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/ctl/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 BSW policies at <http://cdsi.fau.edu/ssw/current-students/msw>