**Florida International University**

**Robert Stempel College of Public Health and Social Work**

**School of Social Work**

**SOW 5344 (Section) and Social Work Practice with Communities and Organizations**

**Spring 2016**

**Instructor’s Name:** Richard Beaulaurier, Ph.D., MSW

**Telephone Number:** 305-348-5876

**Email Address:** beau@fiu.edu (always include “SOW5344” in the subject line!)

**Office Location:** AHC5 - 581

**Class Schedule:** Thursdays, 7:50pm – 10:30pm

**Class Location:** CP 107

**Office Hours:** Wed, 4-7 PM (all meetings are by appointment; other times also available during business hours)

**Website:** [http://beau.fiu.edu](http://beau.fiu.edu/)

**COURSE CATALOG DESCRIPTION**

Study and application of biopsychosocio-cultural dimensions, theories, techniques and intervention strategies for communities and organizations. Focuses on empowerment of populations at risk and promotion of social and economic justice.

**COURSE DESCRIPTION**

This course is designed as a graduate level introduction to community and organizational practice and theory. The course includes the application of change process theories, techniques, and intervention strategies for professional social work practice with organizational systems and communities. Course content will reflect a focus on the problems of traditionally poor and oppressed populations, and will touch on organizational and community theory and practice relevant to professional macro social work with people of differing races, ethnicities, cultures, classes, genders, sexual orientations, religions, and physical and mental abilities. The course will stress empowerment, social and economic justice themes, and will focus on the roles of the professional human services manager and community worker.

**PRE-REQUISITES/CO-REQUISITES:** None

**LEARNING OBJECTIVES**

This course will provide students with the required skills and knowledge:

1. To understand organizational systems and their transactions with individuals and the social environment. Students should be able to describe: the various types of human service organizations; the macro-level theories used to understand human service provision; and the ways that various types of organizations impact communities, other organizations, and individuals. **(PB 14, 18, 23, 24, 27)**
2. To assess the structure and function of human service organizations, particularly in regard to: leadership styles, power, authority relations, communication networks, computer technologies, decision making strategies, and the use and management of conflict. **(PB 11, 12, 27, 32, 33)**
3. To develop a theoretical and practical understanding of “community.” Students should be able to provide a definition of the term community; describe different types of communities; define the roles that power, influence, and conflict play in community development and maintenance; and use theoretical models and strengths-based approaches to appraise communities’ strengths, weaknesses, constituencies, members, resources, processes, and other factors. **(PB 7, 12, 23, 27, 32, 33)**
4. To develop a foundation for ethical social work practice with clients, co-workers, community stakeholders, and policymakers. This includes: identifying ethical dilemmas in community and organizational practice; developing problem-solving skills to assist in ethical decision making; and strategies for applying the social work Code of Ethics to work with organizations and communities. Students should specifically understand the need to emphasize self-determination, civil rights, confidentiality, and self-awareness in social work practice within larger systems. **(PB 2, 3, 7, 8, 9, 10, 15)**
5. To support individual worth and human dignity by working with colleagues and stakeholders to: create systems-level changes that affect and empower poor, oppressed and/or disadvantaged people; and promote, restore, maintain and enhance systems at the organizational, institutional, and community level that are sensitive and responsive to the needs of oppressed or disadvantaged populations. **(PB 1, 12, 18, 19, 20, 24, 25, 26, 28, 29, 36, 37, 39)**

 **LEARNING OUTCOMES**

By the end of the course, students should be able to:

1. Identify and apply relevant theories to organizational and community assessment and interventions. **(PB 12, 23, 35, 37, 41)**
2. Demonstrate skills in assessment, intervention, evaluation and termination in work with organizations and communities, and other community stakeholders. Students should specifically be able to assess, select and engage in appropriate macro-intervention strategies relevant to equality, the issue of oppression, equity and adequacy, particularly as they affect minority, ethnic, gender, age-related, sexual preference and disability groups. **(PB 12, 14, 18, 23, 35, 36, 37, 41)**
3. Complete essential tasks required to develop, and evaluate interventions that address organizational and community issues, such as reviewing literature, goal and objective development, logic modeling, and financial planning. Students will also demonstrate skills in collaborating with clients and stakeholders in completing these tasks. **(PB 13, 32, 33, 34, 38, 39)**
4. Engage in evidence-based social work practice with organizations and communities by: identifying and applying research relevant to organizational and community assessments and interventions; engaging in decision making that integrates research with knowledge about practice and clients. **(PB 11, 12, 22)**
5. Write a grant proposal that adequately addresses a community problem and adequately addresses the aims and goals of a “Request for Proposal”. **(PB 13, 34, 31)**

**CSWE ACCREDITATION STATEMENT:**

The School of Social Work is accredited by the Council on Social Work Education (CSWE). In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE’S Education Policies and Accreditation Standards (EPAS). Required courses within our curriculum are part of this assessment process. Below is a list of the Educational Polices (EP) and Practice Behaviors (PB) that are assessed within this specific course. The complete EPAS can be found in your student handbook.

|  |
| --- |
| **COMPETENCIES/PRACTICE BEHAVIORS LINKED TO COURSE OBJECTIVES, LEARNING OUTCOMES, AND ASSIGNMENTS** |
| **Competency** | **Practice Behavior** | **Course Objective** | **Educational Outcome** | **Assignment** |
| **EP 2.1.1** Identify as a professional social worker and conduct oneself accordingly | **PB 1** Advocate for client access to the services of social work | 5 |  |  |
|  | **PB 2** Practice personal reflection and self-correction to assure continual professional development | 4 |  |  |
|  | **PB 3** Attend to professional roles and boundaries | 4 |  |  |
|  | **PB 4** Demonstrate professional demeanor in behavior, appearance, and communication |  |  |  |
|  | **PB 5** Engage in career-long learning |  |  |  |
|  | **PB 6** Use supervision and consultation |  |  |  |
| **EP 2.1.2** Apply social work ethical principles to guide professional practice | **PB 7** Recognize and manage personal values in a way that allows professional values to guide practice | 3, 4 |  |  |
|  | **PB 8** Make ethical decisions by applying standards of the NASW Code of Ethics | 4 |  |  |
|  | **PB 9** Tolerate ambiguity in resolving ethical conflicts | 4 |  |  |
|  | **PB 10** Apply strategies of ethical reasoning to arrive at principled decisions | 4 |  |  |
| **EP 2.1.3** Apply critical thinking to inform and communicate professional judgments | **PB 11** Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | 2 | 4 | Quizzes, Grant Proposal |
|  | **PB 12** Analyze models of assessment, prevention, intervention, and evaluation | 2, 3, 5 | 1, 2, 4 | Quizzes, Grant Proposal |
|  | **PB 13** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues |  | 3, 5 |  |
| **EP 2.1.4** Engage diversity and difference in practice | **PB 14** Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | 1, 5 | 2 |  |
|  | **PB 15** Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | 4 |  |  |
|  | **PB 16** Recognize and communicate their understanding of the importance of difference in shaping life experiences |  |  |  |
|  | **PB 17** View themselves as learners and engage those with whom they work as informants |  |  |  |
| **EP 2.1.5** Advance human rights and social and economic justice | **PB 18** Understand the forms and mechanisms of oppression and discrimination | 1, 5 | 2 | Quizzes, Grant Proposal |
|  | **PB 19** Advocate for human rights and social and economic justice | 5 |  | Quizzes, Grant Proposal |
|  | **PB 20** Engage in practices that advance social and economic justice  | 5 |  |  |
| **EP 2.1.6** Engage in research-informed practice and practice-informed research | **PB 21** Use practice experience to inform scientific inquiry  |  |  |  |
|  | **PB 22** Use research evidence to inform practice |  | 4 | Quizzes, Grant Proposal |
| **EP 2.1.7** Apply knowledge of human behavior and the social environment | **PB 23** Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | 1, 3 | 1, 2 | Quizzes, Grant Proposal |
|  | **PB 24** Critique and apply knowledge to understand person and environment | 1, 5 |  | Quizzes, Grant Proposal |
| **EP 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work services | **PB 25** Analyze, formulate, and advocate for policies that advance social well-being | 5 |  |  |
|  | **PB 26** Collaborate with colleagues and clients for effective policy action | 5 |  |  |
| **EP 2.1.9** Respond to contexts that shape practice | **PB 27** Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | 1, 2, 3 |  | Quizzes, Grant Proposal |
|  | **PB 28** Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | 5 |  |  |
| **EP 2.1.10** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities |  |  |  |  |
| **Engagement** | **PB 29** Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | 5 |  |  |
|  | **PB 30**  Use empathy and other interpersonal skills |  |  |  |
|  | **PB 31** Develop a mutually agreed-on focus of work and desired outcomes | 5 |  |  |
| **Assessment** | **PB 32** Collect, organize, and interpret client data | 2, 3 | 3 | Qizzes, Grant Proposal |
|  | **PB 33** Assess client strengths and limitations | 2, 3 | 3 | Quizzes, Grant Proposal |
|  | **PB 34** Develop mutually agreed-on intervention goals and objectives |  | 3, 5 |  |
|  | **PB 35** Select appropriate intervention strategies |  | 1, 2 | Quizzes, Grant Proposal |
| **Intervention** | **PB 36** Initiate actions to achieve organizational goals | 5  | 2 | Quizzes, Grant Proposal |
|  | **PB 37** Implement prevention interventions that enhance client capacities | 5 | 1, 2 |  |
|  | **PB 38** Help clients resolve problems |  | 3 |  |
|  | **PB 39** Negotiate, mediate, and advocate for clients | 5  | 3 |  |
|  | **PB 40** Facilitate transitions and endings |  |  |  |
| **Evaluation** | **PB 41** Critically analyze, monitor, and evaluate interventions |  | 1, 2 | Quizzes, Grant Proposal |

**REQUIRED AND RECOMMENDED TEXTS/MATERIALS**

• Hardcastle, D. A., Powers, P., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* (3rd ed.). New York: Oxford University Press.

• Kettner, P. M., Moroney, R. M. & Martin, L. L. (2008). *Designing and managing programs. An effectiveness-based approach* 3rd ed. Thousand Oaks, CA: Sage.

• Other assigned readings are available at the instructor’s website.

It is also expected that students will both *OWN* and *USE* the following sources to aid them in writing for this course:

* American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.
* Strunk, W., Jr., & White, E. B. (any year). *The Elements of Style*. (any edition). New York: MacMillan.

Students who have not had considerable experience writing undergraduate or graduate papers are especially encouraged to read Strunk and White. All writing for this course will be expected to conform to the guidelines set forth in these sources.

**COURSE OUTLINE**

Please note that what is listed below are “units” rather than class sessions. Some units may take longer than others to cover, and may take more than one class session.

|  |  |  |
| --- | --- | --- |
| **Class Units** | **Class Topic** | **Due This Unit** |
| 1 | **Introduction to Course** Educational Outcomes. By the end of this unit you should be able to: * Give a brief definition of macro practice.
* Understand the expectations for successfully completing this course.
* Know where to find materials on the grant writing assignment and other supplemental materials.
* Log in to the instructor’s website.
 |  |
| 2 | **Social and Community Problems** Educational Outcomes. By the end of this unit you should be able to: * Explain the role that macro practice plays in social work.
* Identify ethical issues in macro practice.
* Describe models for problem solving.
* Identify complications in defining social problems and conditions.
* Use a systematic framework for defining a social problem.
* Identify and describe leadership styles utilized in macro practice.
 | 1. Hardcastle Chapter 1 & 3.
 |
| 3 | **Introduction to Communities**Educational Outcomes. By the end of this unit you should be able to:* Provide multiple definitions of *community.*
* Identify and describe theories used to explain community structure and behavior.
* Explain the central functions of communities.
* Identify sources of power within communities.
* Apply theories and models of community to a given case.
 | 1. Hardcastle: Chapters 2 & 4.
* **1st Quiz handed out. Due following week**
 |
| 4 | **Community Assessment**Educational Outcomes. By the end of this unit you should be able to:* Identify and evaluate sources of data used for community needs assessment.
* Identify, describe, and evaluate approaches to community studies.
* Provide multiple perspectives of need.
* Implement a plan to document the strengths and weakness of a community.
* Apply models of needs assessment to a given case.
 | 1. Hardcastle: Chapter 5
2. Kettner: Chapters 4 & 5
 |
| 5 | **Community Practice: Working with Communities** Educational Outcomes. By the end of this unit you should be able to: * Identify and describe several purposes of community-based interventions.
* Identify and describe macro-level social work intervention models.
* Identify the pros and cons of different macro intervention models.
* Identify different methods of conflict resolution
* Identify potential challenges to working in communities.
* Identify, describe, and evaluate different approaches to social work intervention within a given case.
 | 1. Hardcastle, Chapters 8, 9 & 10
 |
| 6 | **Introduction to Human Service Organizations** Educational Outcomes. By the end of this unit you should be able to: * Identify, describe and evaluate the auspices under which human service organizations operate.
* Identify and define theories of organizations.
* The role of organizations in communities
 | 1. Edwards, R. L., Austin, D. M., & Altpeter, M. A. (1999). Managing Effectively in an Environment of Competing Values. In R. L. Edwards, J. A. Yankey, & M. A. Altpeter(Eds.), *Skills for Effective Management of Non Profit Organizations* (pp. 5-24). Washington, DC: National Association of Social Workers.1. Kettner, Chapter 1
* **2nd Quiz handed out. Due following week**
 |
| 7 | **Grant Writing** Educational Outcomes. By the end of this unit you should be able to: * Identify sources for obtaining information about human service grants.
* Respond to a *Request for Funding.*
* Articulate how effectiveness will be measured for a give human service program.
* Describe a plan for evaluating a given program's effectiveness.
 | 2. Brody, R. (2005). Effectively managing human service organizations. 3rd ed. Thousand Oaks, CA: Sage. *CH 15: Preparing effective proposals*  |
| 8 | **Financial Planning and Resource Management** Educational Outcomes. By the end of this unit you should be able to: * Identify and evaluate different sources of funding for human service organizations.
* Describe the purposes of budgeting in human service delivery.
* Identify different systems for budgeting.
* Develop a line-item budget for a given human service program.
 | 1. Kettner Chapters 11 and 12 |
| 9 | **Planning Human Service Programs** Educational Outcomes. By the end of this unit you should be able to: * Explain what a program hypothesis is and its role in human service planning.
* Articulate a program hypothesis for a given community issue.
* Identify and assess multiple "places" to intervene for a given case.
* Develop clear goals and measurable objectives for a given human service program.
* Assess a human service program for potential unintended consequences.
* Explain the purpose and merits of pilot programs.
* Provide a detailed assessment of the risk factors of a new program.
* Develop a clear logic model for a given human service program that appropriately links inputs, outputs, activities, and outcomes.
* Articulate service definitions and service tasks
 | 1. Kettner, Chapters 6, 7 & 8
 |
| 10 | **Organizational Assessment and Problems** Educational Outcomes. By the end of this unit you should be able to: * Identify problems that commonly experienced by human service organizations.
* Explain how specific problems in human service organizations may affect service delivery.
* Describe types of organizational culture and explain how these types of cultures may affect service delivery.
* Identify methods for organizational change to address existing problems.
* Explain the purpose of strategic planning.
* Implement a SWOT analysis for strategic planning.
 | Kettner Chapter 9 and 10  |
| 11 | **Community Practice: Advocacy and Community Organizing** Educational Outcomes. By the end of this unit you should be able to: * Identify and describe the role of advocacy in community social work.
 | 1. Hardcastle, Chapter 12
 |
|  | **GRANT PROPOSAL DUE** | LAST DAY OF CLASS* **3rd Quiz handed out. Due following week**
 |
|  | **3rd Quiz Due** | EXAM DAY (Exam Week) |

**PERFORMANCE MEASURES FOR EVALUATION**

**Class participation (10%):**

This is a practice oriented skills course. In order to facilitate mastery of the major practice principles and approaches to working with organizations and communities, a combination of lectures, discussions, role-playing, simulations and group exercises will be utilized. The learning of individual students is, to an extent, dependent on participation of their colleagues. Students are responsible for all information given in class regarding assignments and readings discussed in class WHETHER THEY ARE PRESENT FOR THE CLASS SESSION OR NOT. Students who miss a significant portion of the course due to either absence, leaving early or coming late, should expect this to impact their final participation grade REGARDLESS of their reasons for missing class.

**Quizzes (3 x 20%)**

**(PB 11, 12, 18, 19, 22, 23, 24, 27, 32, 33, 41, 35, 36)*.*** Students will receive a take-home quiz three times during the semester. Each quiz will be worth 20% of the final grade.

**Grant Proposal (30%)**

**(PB 11, 12, 18, 19, 22, 23, 24, 27, 32, 33, 41, 35, 36)**

Students are expected to develop a grant proposal that requests funding for a proposed project to benefit the community. Students will apply to for funding to the Florida Fictitious Foundation for funding. Further details on the grant proposal assignment and how it is scored can be found on the instructor’s website (<http://beau.fiu.edu>)under the “Information for Rich’s students link” or at <http://beau.fiu.edu/beaulaurier/fff/>

**POLICIES OF INSTRUCTOR/SCHOOL**

**General expectations and policies that you are required to follow:**

* You are expected to attend each class, arrive on time, and remain in class until the completion of the class period. Three late arrivals and/or three early departures will equal one absence. You are responsible for knowledge of information provided in class sessions, even if you are not present.
* You are expected to complete the required readings and assignments for each class session.
* You are expected to bring your books or readings to class to assist in note-taking and in-class activities.
* You are expected to demonstrate good in-class citizenship. This means that that during class discussions you will be tolerant of ideas, opinions, and values that differ from your own. While you are encouraged to express your original ideas and opinions, you should do so in a way that is respectful with regard to others’ race, ethnicity, religion, immigration status, disability status, and or sexual identity/orientation.
* Good in-class citizenship also means that you will not carry on irrelevant conversations during class and you will silence your cell phones/pagers/etc. If an emergency circumstance required you to bring your child to class, please only do so if your child is old enough to work/play independently. Also, make sure that the content for that week’s lecture is appropriate for your child.
* You are expected to exhibit in-class behaviors that reflect the Student Code of Conduct in the FIU Student Handbook for the University's expectation of students' behavior and the NASW Code of Ethics.
* You should notify the instructor if you have special circumstances due to disability or religious beliefs that may create possible conflicts with the course.

**Expectations and policies specific to your assignments:**

* Late Assignments: An assignment/take-home exam is late if it is not submitted at the beginning of class on the due date.
* Assignments will stress critical thinking and writing. Your work should reflect original ideas and concepts that you can explain and justify based on the material presented in the course. An assignment that consists mostly of cut and pasted material from other authors is not a reflection of your own ability.
* Assignments are to be grammatically correct, free from typographical errors, and consist of language that is appropriate for a college-level assignment (no slang, cursing, etc.).
* Assignments are a reflection of you as a student. They should be the highest quality that you are able to exert. Your superiors in the workplace will not tolerate sub-standard work, so you should not expect that it will be acceptable here.
* Cheating and/or plagiarism will not be tolerated. Students found to have cheated and/or plagiarized will receive an F for the assignment and/or course. This includes, but is not limited to:
	+ Submitting an assignment completed (partially or entirely) by someone other than you.
	+ Completing an assignment for someone else to submit.
	+ Using someone else’s ideas and/or arguments without giving him or her adequate credit.

**CALCULATION OF FINAL GRADE**

Each assignment is given a grade point. The instructor uses the same scale for converting letter grades to numerical grade points as the university. For example, class participation that receives a letter grade of “A” would be worth 4 grade points, a grade of A- would receive 3.67 grade points, etc.

Letter Grade to Grade Point Conversion:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | 4.00 | B- | 2.67 | D+ | 1.33 |
| A- | 3.67 | C+ | 2.33 | D | 1.00 |
| B+ | 3.33 | C | 2.00 | D- | 0.67 |
| B | 3.00 | C- | 1.67 | F | 0.00 |

The grant proposal assignment is scored on a 100 point scale. You can use the table below to determine the letter grade that goes with each obtained score. Thus, if you obtain a score of 95 on the grants assignment that would be an “A” grade worth 4 grade points. A score of 90 would be an “A-” grade worth 3.67 grade points, and so forth.

Quiz scores may be converted to percentage scores by dividing the number of correct answers by the total number of questions and multiplying by 100. For example, a student who had 28 correct answers on a quiz with 32 questions would have receive a percentage score of 88%.

 28/32 = .88

 88 x 100 = 88

Using the table below, a score of 88 would be a letter grade of “B+” or 3.33 grade points.

Letter Grade to Percentage Conversion:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | 93-100 | B- | 80-82 | D+ | 67-69 |
| A- | 90-92 | C+ | 77-79 | D | 64-66 |
| B+ | 87-89 | C | 73-76 | D- | 60-63 |
| B | 83-86 | C- | 70-72 | F | 59 & below |

The final grade is calculated by multiplying each obtained grade by it’s the proportion of the final grade that it is worth. For example a student who got an A in class participation, a B+ on the first quiz, a B on the second quiz, an A- on the third quiz and an A on the grant proposal would use the following calculation to determine the final grade:

(4 x .1) + (3.33 x .2) + (3 x .2) + (3.67 x .2) + (4 x .3) = 3.6

3.6 would be rounded to the nearest grade point. Since 3.6 is closer to 3.67 than it is to 3.33, the grade would be rounded to 3.67 or A-.