

School of Social Work – University of Iowa – Salome Raheim, Director – Spring 2003

	<u>Iowa City</u>	<u>Sioux City</u>	
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COURSE OUTLINE*

I. 42:145 – ORGANIZATION AND COMMUNITY PRACTICE

II. COURSE DESCRIPTION

This course examines models and underlying theories of organization and community practice. Principles and ethics of macro social work will be addressed, as well as skill development in relationship building, needs assessment, decision making, program implementation, and evaluation and self-evaluation.

III. GOALS

1. Presents theories and concepts of power and change as applied to interventions with families, communities, organizations, and larger systems.
2. Presents basic concepts and principles of community practice and community development.
3. Introduces students to basic concepts and principles of organizational behavior and development, administration, and the dynamics of organizational change.
4. Presents concepts of group work and stages of group development
5. Introduces students to basic skills in needs assessment, problem analysis, planning, communication, and evaluation in organizational and community practice.
6. Addresses ethical dilemmas and commitment to ethical decision-making in social work at organizational and community levels.
7. Introduces students to organizational and community practice in the context of ethnicity, class, age, and gender.

IV. ACADEMIC OUTCOMES

1. Students will apply the knowledge and skills of a generalist social work perspective to practice at the community and organizational levels.
2. Students will demonstrate understanding of the social contexts of social work practice and the changing nature of those contexts.
3. Students will apply theory and critical thinking skills to community and organizational practice.
4. Students will demonstrate an understanding of ways to build professional relationships in community and organizational practice on the basis of regard for individual worth and

dignity and to advance these relationships by mutual participation, acceptance, and responsible handling of conflict.

5. Students will demonstrate responsibility for own ethical conduct and the quality of their own practice.
6. Students will identify ways to function within the structure of organizations and delivery systems and seek necessary organizational change.
7. Students will demonstrate awareness of ways to make social institutions more humane and responsive to human needs.
8. Students will consult with community members in assessing community assets and needs and develop strategies and interventions to solve community problems.
9. Students will demonstrate respect for and acceptance of unique characteristics of diverse populations.
10. Students will demonstrate knowledge and awareness of culturally competent practice utilizing differential assessment and intervention skills with diverse communities and with diverse members of organizations, in particular residents of rural communities, Latinos, Native Americans, immigrant and refugee populations, **the elderly**, and ethnic groups common in Iowa.
11. Students will demonstrate skills in developing plans to evaluate their own practice interventions at organizational and community levels.
12. Students will respect the rights of target systems and individuals to make independent decisions and to participate actively in interventions at community and organizational levels.
13. Students will demonstrate knowledge and awareness of ways to help communities to obtain needed resources.

V. REQUIRED TEXTS

Netting, F., Kettner, P., and McMurtry, S. (1998). Social work macro practice (2nd ed.). New York: Addison Wesley Longman, Inc.

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc.

Other readings for the course will be on the electronic reserve and at the Briar Cliff University library. Texts may be purchased at the Briar Cliff University Bookstore and are also on reserve at the library.

VI. EVALUATION METHODS

A. ASSIGNMENTS –

1. **Group Project:** Participate in a small group project. Each group will also make a presentation on their project to the class at the end of the semester. Students are expected to share the responsibility for completing group tasks and reports, and regularly attend group meetings. Students will be evaluated as a group on all project assignments. However, if a student does not fulfill her/his responsibilities as a group member, the instructor may ask the

student to withdraw from the course. Weekly group minutes (meeting notes) will be maintained and submitted by each group.

Group members will plan and implement a community-based macro intervention project, including the writing of a needs assessment, an intervention plan, and an evaluation plan in agencies selected by the instructor.

2. **Guest Editorial:** Write a guest editorial related to an issue of concern to you. The subject must be timely – related to an issue under public discussion in the media – and must provide “expert testimony” that is well-researched and contains some hard data. The writing style should be journalistic, with the language being simple and clear and the sentences and paragraphs short. Quotes should be sprinkled through the text. The editorial should be 750-1000 words in length.
4. **Legislative Day:** Attend and participate in Legislative Day in Des Moines, Iowa on February 26, or an advocacy day in South Dakota and you will receive ten bonus points. Check with your instructor if you plan to choose this option.
5. **Regular class attendance** is vital to the achievement of course objectives. Because class meets once per week for three hours, missing one class is equivalent to missing a week of classes! Students are responsible for signing the roll each class period to insure their presence is properly recorded. Only two absences are allowed for any reason whatsoever. For any additional absence, five points will be deducted from the student’s final grade. Exceptions may be made for special circumstances (e.g., medical emergencies). Please submit requests for excused absences in writing.
6. Late assignments may be refused or, if accepted, points may be deducted at the instructor’s discretion.

B. GRADING PROCEDURE

1. Evaluation criteria. All assignments will be evaluated using the following criteria: (a) the extent to which stated requirements are met; (b) clarity and organization of expression (including correct spelling, punctuation, and grammar); and (c) appropriate application, analysis, and synthesis of course content. All written work must include citations, in APA Fourth edition style, where appropriate to avoid plagiarism. Papers without proper documentation of sources may be assigned a grade of “F.”
2. Final course grades will be computed as follows:

Class Participation	5 points
Field Trip Participation	15 points
Guest Editorial	30 points
Community Project:	
Needs Assessment	35 points
Intervention Plan	65 points
Evaluation Plan	50 points
TOTAL	200 points
Legislative Day	Bonus 10 points

Grades will be assigned according to the School of Social Work Policy, using the plus/minus grading system. Letter grades will be assigned as follows:

A+ = 99-100	B = 85-89	C- = 70-72	F = below 60
A = 96-98	B- = 80-84	D+ = 68-69	

A- = 93-95	C+ = 78-79	D = 63-67
B+ = 90-92	C = 73-77	D- = 60-62

C. BLIND GRADING

When feasible and appropriate, the instructor will blind grade student papers, tests, and exams. Students are to submit all such assignments with their social security number rather than their name.

VII. UNIVERSITY AND SCHOOL POLICIES

- A. **STUDENTS WITH DISABILITIES.** Any student who requires some modification of seating, testing, or other class requirements should speak with the instructor at the beginning of the semester.
- B. **RESOURCES FOR OBTAINING ADDITIONAL HELP.** The School provides support and assistance to students, who, for a variety of reasons, may be experiencing academic problems. Such students should speak with the Graduate Coordinator or the Director of the School, and/or make an appointment with the UI Office of Special Support Services 319/335-1416. Or, call toll-free, 1-800-272-6430, and ask them to connect you with 5-1416.
- C. **STUDENT GRIEVANCES.** A student wishing to grieve a grade should discuss the matter with the instructor. If the grievance is not resolved, graduate students should use the School's appeal process as described in the Educational Handbook for the Master of Social Work Program. (Appeals Committee, p. D-4). In the event that the grievance still has not been resolved, the student should send a letter describing the grievance to the Associate Dean for Academic Programs, who attempts to resolve the matter. The Associate Dean changes a grade only if it was assigned in violation of College or University policy and only after consultation with the School's Director.
- D. **ACADEMIC MISCONDUCT.** An incident of inappropriate citation (i.e., plagiarism) or other forms of academic dishonesty, such as the fabrication of research data, will result in a reduction of the student's grade for the course, at minimum, or a failing grade, depending upon the severity of the transgression. Graduate students' misconduct will also be reported to the Graduate Coordinator, at which point further disciplinary action may be taken. Please refer to the Educational Handbook for the Master of Social Work Program, Student Advancement Policy, pp. C-1 through C-6.

VIII. COURSE REQUIREMENTS, TOPICS AND SCHEDULE

DATE TOPIC, READINGS, AND ASSIGNMENTS DUE

1/23 COURSE OVERVIEW, HISTORY OF MACROPRACTICE - REMBERT

Readings*Text(s):*

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 9-14.

Electronic Reserves

Rubin, H., and Rubin, I. (2001). Community organizing and development. Boston: Allyn and Bacon. Chapters 1-3, (pp. 1-74).

Lundblad, K., (1995). Jane Addams and social reform: A role model for the 1990s. Social Work, 40 (5), 661-669.

O'Donnell, S. (2001). "The right to work is the right to live": The social work and political and civic activism of Irene McCoy Gaines. Social Service Review, 456-478.

Web

Community Organizers: For a Change* by Terry Mizrahi, Ph.D., Hunter College, School of Social Work; <http://guthrie.hunter.cuny.edu/socwork/ecco/cocareer.htm>

Read about Marion Wright Edelman and her work with the Children's Defense Fund at:

<http://myhero.com/hero.asp?hero=marianedelman>. Then, read some of her quotations at:

<http://womenshistory.about.com/library/qu/blquedel.htm>

Quotations from Maggie Kuhn, Founder of the Gray Panthers:

http://mtmt.essortment.com/maggiekuhn_rfxw.htm,

<http://www.creativequotations.com/one/1171.htm>

Post-ICN: Discuss course outline and expectations; divide into groups.

1/30 TYPES OF ORGANIZING I: SOCIAL ACTION - DICARLO

Readings*Text(s):*

Netting, F., Kettner, P., and McMurtry, S. (1998). Social work macro practice (2nd ed.), New York: Addison Wesley Longman, Inc. Chapter 3 and selected pages, (pp.68-100, and 120-121).

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 60-81.

Electronic Reserves

Brooks, F. (2001). Innovative organizing practices: ACORN's campaign in Los Angeles organizing workfare workers. Journal of Community Practice, 9 (4): 65-85.

Kretzmann, J. and McKnight, J. (1993). Building communities from the inside out: A path toward finding and mobilizing a community's assets. Chicago: ACTA Publications. 1-11.

Rubin, H., and Rubin, I. (2001). Community organizing and development. Boston: Allyn and Bacon. Chapters 7, 8, 11, and 13 (pp. 140-188, and 237-315).

Wood, R. (2002). Faith in action: Religion, race, and democratic organizing in America. Chicago: University of Chicago Press, 259-280.

Web

<http://traprockpeace.org/march102602.html> - read one person's account of the nationwide 10-26-02 peace march to protest war actions with Iraq – then jump over to coverage by Fairness and Accuracy in Reporting (FAIR)

Learn more about Saul Alinsky and his organizing style and experiences at <http://www.itvs.org/democraticpromise/>.

BASIC PRINCIPLES FOR ORGANIZING: PERSPECTIVES FROM PRACTICE* by Terry Mizrahi, Ph. D., <http://www.hunter.cuny.edu/socwork/ecco/bpfo.htm>

Post-ICN: Asset and capacity assessment & group work time

2/6

TYPES OF ORGANIZING II: SOCIAL PRODUCTION - REMBERT

Readings

Text(s):

Netting, F., Kettner, P., and McMurtry, S. (1998). Social work macro practice (2nd ed.). New York: Addison Wesley Longman, Inc. Chapter 5 (pp. 126-158).

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 214-257.

Electronic Reserves

Balaswamy, S. and Dabelko, H. (2002). Using a stakeholder participatory model in a community-wide service needs assessment of elderly residents: A case study. Journal of Community Practice, 10 (1), 55-70.

Kretzmann, J. and McKnight, J. (1993). Building communities from the inside out: A path toward finding and mobilizing a community's assets. Chicago: ACTA Publications. 274-344.

Mulroy, E. and Lauber, H. (2002). Community building in hard times: A post-welfare view from the streets. Journal of Community Practice, 10 (1), 1-16.

Rubin, H., and Rubin, I. (2001). Community organizing and development. Boston: Allyn and Bacon. Chapters 15 and 16 (pp. 339-387).

Web

<http://www.harvesthope.uua.org/> - Project Harvest Hope – peruse the background, read about the cows; then google for “project harvest hope” and see what partners in the US are doing. Check out what’s happening in USDA rural development, especially concerning housing, etc.: <http://www.rurdev.usda.gov/>

Read about social production and the WK Kellogg Foundation’s work on “Devolution.” Choose one of their fundees to learn more about:

<http://www.wkkf.org/Programming/Overview.asp?CID=162>

Post-ICN: Needs assessment and group work time.

2/13

DESIGNING AND IMPLEMENTING MACRO INTERVENTIONS - DICARLO

Readings

Text(s):

Netting, F., Kettner, P., and McMurtry, S. (1998). Social work macro practice (2nd ed.). New York: Addison Wesley Longman, Inc. Chapter 9 (pp. 283-315).

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 150-171.

Electronic Reserves

Feldman, R., Stall, S., and Wright, P. (1997). The community needs to be built by us. In N. Naples (Ed.) Community activism and feminist politics: Organizing across race, class, and gender (pp 257-274). New York: Routledge.

Minkler, M. (1992). Community organizing among the elderly poor in the United States: A case study. International Journal of Health Services, 22 (2), 303-316.

Rubin, H., and Rubin, I. (2001). Community organizing and development. Boston: Allyn and Bacon. 339-387.

Weil, M. (1996). Community building: Building community practice. Social Work, 41 (5),

481-499.

Wood, R. (2002). Faith in action: Religion, race, and democratic organizing in America. Chicago: University of Chicago Press. 23-52, 125-151.

Web

Listen the story of a small town mayor trying to keep a developer from building in his town, and the snowball of results that happen. Go to <http://www.thisamericanlife.org>, click on “2000” in the archives menu to the left, then scroll down to “Can You Fight City Hall . . . If You Are City Hall?,” Episode 163, broadcast on June 30, 2000. Go about twenty minutes in or so to find *Money Versus the Man*.

Post-ICN: Video - Holding Ground, Part 1

2/21 FIELD TRIP TO DES MOINES – COMMUNITY ORGANIZATIONS IN ACTION

Readings

Text(s):

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 216-237.

Electronic Reserves

Rubin, H., and Rubin, I. (2001). Community organizing and development. Boston: Allyn and Bacon. Chapter 5 and 6 (pp. 97-139).

Other: Materials distributed in class about organizations we will visit.

Web

Sites about groups we will visit, information to be distributed in class or on-line.

2/27 COALITIONS AND INTERORGANIZATIONAL WORK - DICARLO

Readings

Text(s):

Netting, F., Kettner, P., and McMurtry, S. (1998). Social work macro practice (2nd ed.). New York: Addison Wesley Longman, Inc. Chapter 5 (pp. 126-158).

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 102-127, 172-193.

Electronic Reserves:

Adin, A. (2002). Building shades of grey: Promoting social sustainability through housing for seniors. G. Desfor, D. Barndt, and B. Rahder (Eds.) Just doing it: Popular collective action in the Americas (pp. 173-193). Montreal: Black Rose Books.

Altshuler, S. (2003). From barriers to successful collaboration: Public schools and child welfare working together. Social Work 48 (1), 52-63.

McCulligh, C. (2002). Storying re/research and collaboration: Communication, contradiction and Mexican Campesino agriculture. G. Desfor, D. Barndt, and B. Rahder (Eds.) Just doing it: Popular collective action in the Americas (pp. 173-193). Montreal: Black Rose Books.

Mizrahi, T. and Rosenthal, B. (2001). Complexities of coalition building: Leaders' successes, strategies, struggles, and solutions. Social Work 46 (1), 63-78.

Reagan Johnson, B. (2001). Making a difference: Coalition politics turning the century. In M. Andersen and Collins, P. (Eds.), Race, class, and gender (4th ed., pp. 540-546). Belmont: Wadsworth.

Wolff, T. (2001). The future of community coalition building. American Journal of

Community Psychology 29 (2), 263-268.

Post-ICN: Video – Holding Ground, Part 2 & group work time

Web

<http://www.ojp.usdoj.gov/vawo/state.htm> - A site listing state coalitions against domestic violence

Research caregiver respite care coalitions in the US on the <http://www.chtop.com/ARCH/index.htm> site. See their fact sheet list for valuable how-tos concerning caregiving for children, elderly people, etc., as well as on working with volunteers and a multitude of issues.

Read (or listen to) and NPR report about a coalition of Wisconsin nursing homes that involved all workers in efforts to improve services and conditions – without raising costs. Includes links to other reports on nursing home care and a full report of Wellspring's inclusive management process:

<http://www.npr.org/programs/morning/features/2002/sept/nursinghomes/index.html>.

CAPACITY/NEEDS ASSESSMENTS DUE BY 9 AM VIA E-MAIL OR OTHER METHOD

3/6 PROGRAM PLANNING, EVALUATION, AND GRANTWRITING - REMBERT

Readings

Text(s):

Netting, F., Kettner, P., and McMurtry, S. (1998). *Social work macro practice* (2nd ed.). New York: Addison Wesley Longman, Inc. Appendix B (pp. 341-348)

Electronic Reserves

Cruse, R. and Minear, M. (1998). Project CARE: A model for establishing neighborhood centers to increase access to services by low-income, minority elders. *Journal of Gerontological Social Work*, 30 (3/4), 73-82.

Itzhaky, H., and York, A. (2002). Showing results in community organization. *Social Work* 47 (2), 125-131.

In-class Handout

Outcome evaluation manual, USDA NCR-SARE

Web

http://www.mapnp.org/library/evaluatn/fnl_eval.htm - A site by the Management Assistance Program, a not-for-profit with the mission of helping other nfp's and community organizations develop capacity. GREAT information and how-to's on program evaluation, including extensive links to other sources, including a **free** mini-MBA online program.

Michael Shuman, the Director of the Institute for Economic Empowerment and Entrepreneurship for the Village Foundation, Washington DC, USA, writes about the fickleness of funding in: *Why Do Progressive Foundations Give Too Little to Too Many*, originally printed in The Nation. <http://www.tni.org/archives/shuman/nation.htm>. If you want to listen to him, go to <http://www.webactive.com/radionation/rn980520.html>, scroll down the page until you come to Shuman, and click on the link. You may need to download RealPlayer (for free) to do this.

For a listing of foundations, subject areas, tips and ways you can critique their work, go to <http://www.progressivepubs.com/>.

3/13 WORKING WITH THE MEDIA – REMBERT/CARLSON

Readings

Text(s):

Rankin, T. (2000). *Local heroes changing America*. New York: WW. Norton & Company,

Inc. 258-281.

Electronic Reserves

Hiaasen, C. (1998). Team rodent: How Disney devours the world. New York: Ballantine. 58-67.

Salzman, J. (1998). Making the news: A guide for nonprofits and activists. Boulder: Westview Press. v–xi, Chapter 11, 17-33 (pp. 100-111, 141-222).

Web

Read about “geezer-bashing” in the media at this site <http://www.fair.org/extra/best-of-extra/geezer-bashing.html>. Extra! is a publication of Fairness and Accuracy In Reporting, a media watchdog group.

Remember when smoking was cool? Check out the Just Eliminate Lies anti-tobacco site at: <http://www.jeliowa.org>, for some of their media work.

Review the materials created by and written about the Minnesota Self-Reliance Options and Security (SOS) campaign to create comprehensive reform giving seniors choices about how and where they will receive care.

3/20 NO CLASS – SPRING BREAK!

3/25 **INTERVENTION AND EVALUATION PLANS DUE BY 9 AM VIA E-MAIL OR OTHER METHOD**

3/27 EMPOWERING THE INDIVIDUAL, ORGANIZATION, AND COMMUNITY - REMBERT

Readings

Text(s):

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 194-215.

Electronic Reserves

Brink, S. (1993). Elderly empowerment. US News and World Report 114 (16), 65-69.

Kretzmann, J. and McKnight, J. (1993). Building communities from the inside out: A path toward finding and mobilizing a community’s assets. Chicago: ACTA Publications. 109-170.

Rubin, H., and Rubin, I. (2001). Community organizing and development. Boston: Allyn and Bacon. Chapter 4 and 9 (pp. 77-95, 189-214).

Web

Go to <http://www.thisamericanlife.org> and listen to stories of student uprising and empowerment. Click on “1999” in the archives list, and scroll down until you find “*The Kids Are Alright*,” Episode 131 broadcast on June 4, 1999. The prologue is about another take on the Tianenmen Square rebellion. Act Two “*When Czechs Bounce*” relates the story of a Czech uprising before the fall of the Berlin Wall, in part fueled by jazz, and Act Four “*When We Were Angels*” describes the most innocent student uprising possible, chronicled by an actual student using a telephone answering machine and a boom box.

Go to <http://www.fair.org/activism/iraq-responses.html> and see how involvement by media activists resulted in more accurate descriptions of anti-war protests, and in a feeling of accomplishment for the activists.

Go to this site and learn of some alternative views. Click on a few of the links to find out about other issues and movements in the world: <http://www.angelfire.com/mi3/empowerment/>

GUEST EDITORIAL DUE

4/3 NOT-FOR-PROFIT (NFP) ORGANIZATIONS: LEGAL, POLITICAL, FUNCTIONAL ASPECTS, INCLUDING HIERARCHY AND SUPERVISION – DICARLO/GUEST SPEAKER

Readings*Text(s): e*

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 194-215.

Electronic Reserves

Anner, J. (2000). Having the tools at hand: Building successful multicultural social justice organizations. In M. Andersen and Collins, P. (Eds.) Race, class, and gender (4th ed., pp. 573-583). Belmont: Wadsworth.

Beckett, J. and Dungee-Anderson, D. (1996). A framework for agency-based multicultural training and supervision. Journal of Multicultural Social Work 4 (4), 27-48.

Gatmon, D., Jackson, D., Koshkarian, L., Martos-Perry, N., Molina, A., Patel, N., and Rodolfa, E. (2001). Exploring ethnic, gender, and sexual orientation variables in supervision: Do they really matter? Journal of Multicultural Counseling and Development 29, 102-113.

Wolf, T. (1999). Managing a nonprofit organization in the twenty-first century. (3rd ed.). New York: Simon & Schuster, Inc. 15-81.

Web

Find a myriad of valuable links for not-for-profit groups at this site, part of Peter Brinckerhoff's "Mission-Based Management" website: <http://www.missionbased.com/links.htm>

4/10 NFP DEVELOPMENT – DICARLO

Readings*Text(s): none**Electronic Reserves*

Cargo, R. (1997). Changing fiduciary responsibilities for nonprofit boards. The Journal of Arts Management, Law, and Society 27 (2), 123-138.

Ciconte, B. and Jacob, J. (2001). Fundraising basics: A complete guide (2nd ed.). Gaithersburg: Aspen Publishers. 69-93.

Klein, K. (2001). Trading mailing lists. In Raise more money: The best of the grassroots fundraising journal. Oakland: GFJ Publications. 62-63.

Klein, K. (2001). Spring cleaning: When to take names off your mailing list. In Raise more money: The best of the grassroots fundraising journal. Oakland: GFJ Publications. 64-65.

Klein, K. (2001). Asking current donors for money: Why, how, and how often. In Raise more money: The best of the grassroots fundraising journal. Oakland: GFJ Publications. 76-79.

Klein, K. (2001). The fine art of asking for the gift. In Raise more money: The best of the grassroots fundraising journal. Oakland: GFJ Publications. 84-87

Kuniholm, R. (1995). The complete book of model fund-raising letters. Englewood Cliffs, NJ: Prentice Hall. 66-22.

Munoz, P. and O'Connor, A. (2001). Testing and tracking your results: Fine-tuning your direct mail package to yield the best returns. In Raise more money: The best of the grassroots fundraising journal. Oakland: GFJ Publications. 66-69.

O'Connor, A. and Robinson, A. (2001). Point/Counterpoint: The direct mail debate. In Raise more money: The best of the grassroots fundraising journal. Oakland: GFJ Publications. 70-75.

Wolf, T. (1999). Managing a nonprofit organization in the twenty-first century. New York: Simon & Schuster, Inc. 173-273.

Web

More *This American Life* – Applying advice from the producer of the TV Show *Friends* to

NPR to make it as profitable as the sitcom, and a comic treatment of what would happen if this not-for-profit only paid for one in ten of its resources, just as only one in ten public radio listeners pledge (we could make the same argument for most human service agencies and our donors/supporters . . .). Go to www.thisamericanlife.org, click on “1999” from the archive, scroll down to “99 Bonus Pledge Breaks,” broadcast in March 1999, and listen to Break One, and as many others as you’d like. Then go to “1998” in the archive, and scroll down to “Bonus Pledge Breaks,” in October 1998 and skip over to breaks seven through eleven. How can we be more creative in raising money?

4/17 MAKING CHANGE IN THE AGENCY - REMBERT

Readings

Text(s):

Netting, F., Kettner, P., and McMurtry, S. (1998). Social work macro practice (2nd ed.). New York: Addison Wesley Longman, Inc. 189-280.

Rankin, T. (2000). Local heroes changing America. New York: WW. Norton & Company, Inc. 16-37.

Web

Listen to the story of how the American Psychiatric Association decided, in 1973, that homosexuality was no longer a mental illness at <http://www.thisamericanlife.org>. Click on “2002” in the archives menu to the left, and then scroll down until you find “81 Words,” Episode 204 broadcast on January 18, 2002.

Read how Gordon Johnson, President and CEO of Jane Addams Hull House Association used outcome strategies to sustain change in child welfare, including involving African American churches in seeking out adoptive parents for children of color, working with kids aging out of the foster care system, and rethinking splitting up siblings.

<http://www.thehome.org/site/pdf/4B2Johnson.pdf>

4/24 GROUP PRESENTATIONS

5/1 GROUP PRESENTATIONS, COURSE WRAP-UP AND EVALUATION

COMMUNITY PLANNING PROJECT: GENERAL GUIDELINES AND EXPECTATIONS

Dr. Salome Raheim, 1995

All students will participate as a small group member in planning and implementing a community-based, macro intervention project. The purpose of the project is to provide an experiential introduction to macro-level social work practice. The objectives are: (1) to begin to apply theory relevant to communities, organizations, and task-centered groups in a real-life community or organizational system; (2) to learn macro-level planning and intervention skills; and (3) to integrate knowledge and skills regarding community, organizational, and small group work.

GROUP MEETINGS. Each group will meet at least once each week during the last portion of class time, with additional meetings scheduled by the group as needed outside of class. Each meeting will be facilitated according to guidelines provided the first day of class. Students will share responsibilities for facilitating the group meetings, taking notes, developing agendas, etc. Roles and tasks should be discussed as often as needed to assure that all group responsibilities are being fulfilled adequately. Many of the activities will have to be carried out outside of class time and/or group meetings, and the term will move quickly. So, be sure that your group efforts are not hindered because tasks are not being completed in a timely fashion.

A written agenda and meeting notes must be completed for each meeting and submitted to the instructor the week following each meeting. Meeting notes must be distributed to each member no later than the beginning of the next meeting. Each set of meeting notes (or “minutes”) must include, but are not limited to, the following:

- Names of all persons present
- Names of all members absent
- Names of the meeting chair and members who assumed other roles
- Location, date, and beginning and end time of meeting
- Notation for each item discussed, along with brief notes from the discussion (enough for the reader to understand points raised)
- Clear description of each decision reached, including who, what, where, when, and how each planned task will be carried out
- Progress on task assignments from previous meeting
- Location, time, date, for next meeting
- Date notes were completed and by whom

PROJECT GUIDELINES: Each group will follow a formal process for planning and implementing the intervention project. Major phases will be marked by a written group assignment, as described below.

1. **Determining the target population.** Each group will discuss and decide upon a planned target population for the project within the overall practice area and agency assigned to their group. It is possible that the target population selected may be changed after the initial group decision is made, if the needs assessment reveals that the needs for that population cannot be met through this type of intervention project. **IT IS IMPORTANT TO SELECT A POPULATION RATHER THAN A SERVICE APPROACH.** No written assignment is due for this phase.
2. **Needs/capacity assessment.** The needs assessment phase will last a few weeks, with group member planning and undertaking various data collection efforts. The purpose of the needs/capacity assessment is to gather and analyze the best information available relevant to the target population’s strengths, characteristics, problems, and needs. The needs/capacity assessment should also include information on the context in which the population functions and the internal and external resources available to address the problems identified. Various sources will be utilized to gather this information, including key informants, academic literature, and archival records available in the community.

While groups are undertaking a literature review on the problems and characteristics of the target population, it is advisable to collect available information on possible solutions or service approaches (for the sake of efficiency). Two types of information (problem-focused versus solution-focused) should not be confused, and the latter should not be prematurely introduced to the discussion, so that the group does not become focused on one type of intervention before fully understanding the needs of the population.

Each group will complete a needs assessment report, due FEBRUARY 27. Specific guidelines for conducting the needs assessment, along with requirements for the report will be discussed and distributed in class.

3. **Intervention planning.** When the needs assessment is completed, the group will begin planning the intervention, which may involve a wide range of possible activities designed to accomplish a specific purpose. The overall goal might be to develop a simple service program to meet the needs of the population, to work to change an identified policy or procedure of an organization involved with the target population, or to work with a service agency or group to develop an application for program funding. Groups will develop a plan which includes overall purpose and goals, objectives, activities intended to meet the objectives, and a work plan showing who will carry out each activity at which time, etc. The plan will be developed in group, then reviewed by the instructor as well as key informants when appropriate. Following this preliminary review, the group will make recommended changes as appropriate, and turn in the final intervention plan to be graded. The intervention plan is due on MARCH 25.
4. **Evaluation plan.** The evaluation design will flow from the development of the intervention plan, by specifying the project's objectives, how they will be measured, what data will need to be collected and by whom, and how it will be analyzed, interpreted, and reported. Guidelines for the evaluation will be provided in class. The evaluation is due MARCH 25.
5. **Implementation.** The implementation phase will take place over the course of approximately six weeks, with some groups moving ahead more quickly than others, depending on the nature of the project and the type of tasks to be carried out. Groups will continue to meet at least weekly, discuss their progress, and plan changes in their original work plan. It is expected that the intervention plan will be a working document that will be revised as the project evolves. It may be that some groups will encounter serious barriers to completion of the planned projects, which will simply require documentation and planning to address these obstacles to the extent possible. Students need not be overly concerned regarding their ability to complete a given project exactly as planned. Grades will be based more heavily on how well the ground work has been laid in planning the project and on how the group handles the barriers it encounters, rather than on any specific result they may or may not have been able to achieve.

Group meetings toward the end of the intervention period will be specifically geared toward examining the overall progress of the intervention and the evaluation data collected, in anticipation of presenting a final report.

6. **Termination.** Groups will be expected to execute a planned termination of the intervention, including any closure communications with community contacts, groups, or organizations. Groups will make a 20-minute presentation to the class on either APRIL 24 or MAY 1.

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