

## Course Outline

**Course:** Social Work Process: 042-171  
3 credit hours; letter graded  
Tuesday/Thursday 3:30-5:00pm

Instructor: Sara Sanders, Ph.D, LSW  
Office: 355 North Hall  
Phone: 335-2079 Home: 665-6226  
Office Hours: Tuesday/Thursday 9:00am-11:00am; 1:30-3:30pm  
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### Course description:

Practice strategies for working with communities, small groups, families and individuals in communities and organizational contexts. The context of practice is examined in order to develop an understanding of the structural factors that impact clients and communities. This course emphasizes culturally competent practice using an empowerment perspective.

### Rationale:

Applies theories from Human Behavior in the Social Environment (42: 140) to generalist social work practice at community and organizational levels. Covers assessing and responding to the needs of individuals and families by mean of social support and by means of agency and community programs and services. Fundamentals of Social Work Practice (42: 141) provides a similar introduction to generalist practice with more emphasis on direct work with individuals, families, and small groups. Along with the rest of the curriculum, this course prepares students for Field Experience.

This course is intended for undergraduate social work students.

### Pre-corequisites:

42:140, 42: 141 or consent from the instructor

### Goals and academic outcomes:

#### A. Goals

1. Present how an ecological systems perspective on the interactions among individuals, families, and social systems can be applied to community and organizational practice using a generalist approach to social work practice at all system levels.
2. Introduce students to theories of conflict management and conflict resolution, leadership style, and organizational structure and organizational change and their application to small group, organizational and community practice.
3. Introduce students to methods of assessing the assets and needs of families and communities, and vulnerable populations, such as populations of color, older adults, and GLBT individuals.
4. Analyze programs in relation to assets and needs of families and communities and increase students' knowledge of how culturally competent programs are developed to meet the needs of families, communities, and vulnerable populations and to make use of the assets of these groups.
5. Present ways social workers function within organizations and agencies, the role of supervision, and appropriate ways to work to make organizations more responsive to human needs.
6. Enhance students' understanding of culturally competent social work practice at the community and organizational levels.
7. Teach students to apply the ethics and values of the profession to organizational and community practice and to resolve ethical dilemmas that arise in these practice settings.

#### B. Academic Outcomes

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

1. Apply theories of interactions among individuals, families, and social systems to communities and organizational social work practice.
2. Demonstrate critical thinking in applying theories of conflict management and conflict resolution, theories of leadership style, and theories of organizational change to practice situations.
3. Demonstrate an understanding of the role of supervision in social service organizations and the type of supervision used.
4. Discuss strategies to deal with social and environmental pressures that impact all levels of staff in social service organizations including, under supervision, developing agency policies and services to promote social and economic justice.
5. Demonstrate an understanding of how to function within bureaucratic and agency settings, deal with ethical dilemmas involving supervisors, co-workers, and service to clients, and under supervision, seek necessary change to make organizations more responsive to human needs.
6. Describe skills needed for organizational and community practice and demonstrate knowledge of how they are used effectively with clients at various system levels including support groups and community organizations.
7. Demonstrate ability to assess a community's assets and needs and the assets and needs of vulnerable client populations within a community, including people of color, older adults, and GLBT.
8. Demonstrate the ability to evaluate the resources available within the community or organization to meet the needs of communities and vulnerable client populations
9. Demonstrate knowledge of strategies to develop new programs, services, fund raising strategies, and to influence policies to meet unmet needs of communities and vulnerable populations.
10. Apply NASW Code of Ethics to organizational and community settings in relationship to both colleagues and clients.
11. Apply relevant research findings to develop effective practice interventions at the community and organizational levels.

#### **Major content areas:**

- A. Generalist practice at all system levels with emphasis on small groups, organizations, and communities
- B. Application of theories of interactions among individuals, families, and social systems to organizational and community practice
- C. Theories of organizational structure and change
- D. Development of programs and services to respond to human needs
- E. Informal social support and social support groups
- F. Culturally competent practice at the organizational and community levels
- G. Ethics and values applied at the organizational and community levels

#### **Instructional methods:**

Will include lectures, discussion, audio-visuals, guest speakers, projects, readings, papers, exams, class presentations, and role-playing

#### **Evaluations:**

Evaluation of student performance will include papers, exams, class presentations, and class participation. Students are expected to be at each class. I must be notified about all absences. Tests must be taken and presentations given on assigned days unless arrangements are made at least 72 hours in advance.

**Attendance is required for all class presentations. Final grade in class will be dropped two percentage points for each class presentation that is missed.**

#### **Attendance Policy**

Students are expected to be at every class session. You will be asked to sign in to each classes session on a sheet provided by the instructor. For each class session you attend, you will earn .5% points for a total of 15%. These points can be added to one assignment of your choice to increase your grade. For instance, if you obtained an 85% on a test, you could raise the grade to a 100% with the usage of your percentage points from attendance. It is considered unethical to sign in for another person. Engaging in this action will cost you the opportunity to earn percentage points for attendance.

**Texts:**

Greif, G. & Ephross, P.H. (1997). *Group work with populations at risk*. New York: Oxford University Press.

Kirst-Ashman, K.K. & Hull, G.H. (2001). *Generalist practice with organizations and communities*. (2<sup>nd</sup> Ed). Belmont, CA: Wadsworth.

**The final course grade will be computed as follows:**

Examinations (2 @ 15% each)	30%
Presentations on at risk populations	20%
Community Project	
Literview review	10%
Final Paper	25%
Group Presentation	15%

**Grading procedure**

100-97 = A+	79-77 = C+
96-93 = A	76-73 = C
92-90 = A-	72-70 = C-
89-87 = B+	69-67 = D+
86-83 = B	66-63 = D
82-80 = B-	62-60 = D-
	Below 60 = F

**University and School Policies****Students with disabilities**

Federal Law requires that the University make reasonable efforts to accommodate students with disabilities. A student with a disability will bring to the instructor a confidential form (available in the Office of Student Disability Services) completed and signed by a counselor in the Office of Student Disability Services, verifying the need for accommodation. If the student and instructor disagree on how course requirements may be altered without compromising the integrity of the course, the student will contact the Director. The Director will work with the student, the instructor, and the Office of Student Disability Services to resolve such differences. Questions may be addressed to the Office of Student Disability Services, 335-1462.

**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 Undergraduate or Graduate Coordinator or the Director of the School to arrange for special support services. The students also has the responsibility to contact the professor if they are having difficulty with course content.

**Student grievances**

A student wishing to grieve a grade should discuss the matter with the instructor. If the grievance is not resolved, students should use the School's appeal process as described in the student handbook. In the even 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 after consultation with the School's Director.

**Academic misconduct**

An incident of inappropriate citation (plagiarism) or other forms of academic dishonesty, such as the fabrication of research data or cheating, will result in a reduction of the students grade in the course, at minimum, or a failing grade, depending upon the severity of the transgression. For undergraduate students, academic misconduct will be reported to the Undergraduate Coordinator.

## **Course Requirements**

### **Presentations on “at risk” populations:**

The objective of this assignment is to integrate class material on project planning and meetings. Students will be required to work with a group to develop a short training for the class on one of the at-risk populations. The training will be 15 minutes in length. The groups are required to assign a group leader, a secretary, and a subcommittee to work on this project. In addition to the training on an at-risk population, students are required to write a paper on how well their group functioned. Specifically the students must comment on the leadership styles used, committee work, organization of meetings to organize training, and things that they think should have occurred differently. Students' grade will be an average of their individual papers and the group training. The papers on this training should be no more than 5 pages.

### **Community Project:**

The objective of this assignment is to give the student direct experience relating classroom material to macro social work practice. While students are working in a group on this project, each student is required for their own papers. Groups will have the ability to choose between three different options for this assignment.

**Five percentage points will be deducted for each day the paper is late. Written material must be cited in APA format.**

#### **Option 1: Fundraising**

You must assist a nonprofit organization or social just group with a fundraising project. The fundraising project should include a special event (i.e. gala), raffle, sale, clothing or food drive, etc. Your participation in the fundraising event should include one or all of the following: planning, implementing, and/or evaluation the project.

Statement of Intent: A brief paragraph explaining why you chose this option and what it is you hope to learn.

DUE: February 13, 2003

Literature Review: Your literature review should be specific to the fundraising method being utilized (i.e. special events, direct mail, etc.). The review may also include generalized information about fundraising as long as there is specific information pertaining to your project. It would be most helpful for you to review a “model” from which you will be able to implement or assess your project. Your literature review should include three to five sources and be three to five pages in length. DUE: April 17, 2003

Final Paper: Your final paper should include a summary of the project ( goals, objectives, and action steps). Evaluate both the strengths and weaknesses of the project. You should relate your experiences to your findings in your literature review. If possible, you should also relate your experienced to material covered in the classroom and related readings. Your final paper should be five to seven pages in length. DUE: May 8, 2003

#### **Option 2: Project or program to promote social justice**

Plan, implement and evaluate a project or program with a social justice or social change goal. You may want to work with a student organization, faith-based organization or nonprofit agency to complete this assignment, but it is not required. Examples may include planning a program address issues of diversity, a public health issue, or other community need.

Statement of Intent: A brief paragraph explaining why you chose this option and what it is you hope to learn.

DUE: February 13, 2003

Literature Review: Your literature review should be a project or planning method and techniques. You may include a brief paragraph about the topic your project or program is addressing. However, the focus of your paper should be a review of the literature about “how to plan programs or projects”. Your literature review should include three to five sources and be three to five pages in length. DUE: April 17, 2003

Final Paper: Your final paper should include a summary of the project ( goals, objectives, and action steps). Evaluate both the strengths and weaknesses of the project. You should relate your experiences to your findings in your literature review. If possible, you should also relate your experienced to material covered in the classroom and related readings. Your final paper should be five to seven pages in length. DUE: May 8, 2003

### **Option 3: Social action activism**

Plan and implement a social change strategy that addresses a social problem. The action must have a goal and intended audience. Plan a rally, give a public testimony, or work on a strategy to change public policy. Examples might include a rally or lobbying a legislator. See the instructor for more ideas.

Statement of Intent: A brief paragraph explaining why you chose this option and what it is you hope to learn.

DUE: February 13, 2003

Literature Review: Your literature review can be specific to either a social change strategy (i.e. direction action, educational forum/campaign) or to the problem you choose to address (i.e. child abuse, gun control, poverty). Your literature review should include three to five sources and be three to five pages in length. DUE: April 17, 2003

Final Paper: Your final paper should include a summary of the project ( goals, objectives, and action steps). Evaluate both the strengths and weaknesses of the project. You should relate your experiences to your findings in your literature review. If possible, you should also relate your experienced to material covered in the classroom and related readings. Your final paper should be five to seven pages in length. DUE: May 8, 2003

### **Class Schedule**

\*\*Readings on reserve in 308 North Hall

**January 21:** Overview of course; introduce to syllabus; overview of generalist practice with communities and organizations

**January 23:** Effective work in organizations  
Kirst-Ashman, Chapter 1

**January 28:** Skills for Resolving Conflict and Working with Supervisors  
Kirst-Ashman and Hull, Chapter 2

**January 30:** Presenter: Joyce Sutter-University of Iowa Medical Center (356-2456)  
Topic: Direct Supervision of Social Workers

**February 4:** Planning and Facilitating Effective Meetings  
Kirst-Ashman and Hull Chapter 3

**February 6:** Understanding Organizations and Organizational Theory  
Kirst-Ashman and Hull Chapter 4

**February 11:** Decision Making for Organizational Change  
Kirst-Ashman and Hull Chapter 5

**February 13:** STATEMENT OF INTENT DUE  
Process for Changing Agency and other Systems Policies  
Kirst-Ashman Chapter 6

**February 18:** Examination Chapter 1-6

**February 20:** Project and program planning to promote social justice  
Kirst-Ashman and Hull, Chapter 7

**February 25:** Understanding Neighborhoods and Communities  
Kirst-Ashman and Hull Chapter 8

**February 27:** Movie: Big Mama  
Examination of macro factors impacting the functioning of people within the community

**March 4:** In Class Work Day. Be prepared to give a 10 minute overview from each group on what has been occurring with your class project. The class needs to be prepared to give feedback and suggestions. The remainder of the class will be spent working with your group and receiving guidance from professor and teaching assistant

**March 6:** Social change strategies: Influencing policies to meet unmet needs  
Kirst-Ashman and Hull, Chapter 9

**March 11:** Working within the Legal System  
Kirst-Ashman and Hull, Chapter 13

**March 13:** Guest Resource Person: Iowa Women Initiating Social Change (335-1486)

**March 17-21: SPRING BREAK—HAVE FUN!!!!**

**March 25:** Evaluating Macro Practice: Applying Research to Community Organizing and Practice  
Kirst-Ashman and Hull, Chapter 10

**March 27:** Alzheimer's Association-Cedar Rapids, Fundraising and Development Activities  
Melissa Looney (294-9699)

**April 1:** Advocacy and social action with Populations at Risk  
Kirst-Ashman and Hull, Chapter 11; Grief and Ephross

Group presentations on Grief and Ephross Book

**April 3:** Ethic and Ethical Decision Making  
Kirst-Ashman and Hull, Chapter 12

**April 8:** Examination 2

**April 10:** Developing and Managing Agency Resources  
Kirst-Ashman and Hull, Chapter 14

**April 15:** Professional Development: Stress and Time Management  
Kirst-Ashman and Hull, Chapter 15

**April 17:** Literature Review Due  
Group Work and Group Leadership; Early and Later Stages in the Development of a Group  
Corey, Chapter 2 ; Corey, Chapter 4, 5

**April 22:** Class Presentations

**April 24:** Class Presentations

**April 29:** Class Presentation

**May 1:** Class presentation

**May 6:** Class Presentation

**May 8:** Class Presentation