# The University of North Carolina at Chapel Hill
## School of Social Work

**Course No**:        **SOWO 570.596**

**Course Title**:     **Social Work Practice with Organizations & Communities**
                      **Spring 2009**

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**Office Hours:**     Mondays 10:00am-3:00pm, Fridays, and by appointment

**COURSE DESCRIPTION:**

In this course, participants explore frameworks, values and skills to meet individual and family needs through interventions with work groups, organizations and communities.

**COURSE OBJECTIVES:**

1.  Articulate and define social work roles and basic practice skills in work groups, organizations and communities.

2.  Understand and explain the basic knowledge frameworks that guide social intervention with work groups, organizations and communities, and processes of organizational and community change.

3.  Assess strengths and analyze barriers in organizational and community functioning, and recommend interventions to build on strengths and diminish barriers.

4.  Identify the operation of institutionalized discrimination within organizations and with consumer populations and analyze service access issues and barriers to just and equitable service system functioning.

5.  Understand basic theory and approaches to organizational and community change including: organizational development; service planning; system reform; community development and community organization.

6.  Understand and apply key practice principles in formulating appropriate, ethically-based intervention plans for helping communities and organizations become more culturally competent and effective in strengthening families.

7.  Understand approaches to documenting the strengths and needs of particular  populations-- communities of color,  women, ethnic minorities, the aged, children, youth, gay, lesbian, bisexual people, people with disabilities, immigrants, refugees--or other groups who have experienced civic and social exclusion, and the use of advocacy, empowerment  and other strategies to improve service access and provision.

8.  Understand and explain macro practice approaches to developing and targeting services for vulnerable and oppressed populations and communities.

9.  Analyze and describe professional use of self in ethical dilemmas related to macro practice applying principles from the *NASW Code of Ethics*, and understand how individual practice is shaped by policy, and the organizational and community context.

10.  Understand the basic principles of service monitoring and program evaluation and their utility in documenting consumer outcomes and testing and demonstrating best practices.

11.  Use macro practice skills to enhance an organizational or community system's capacity to meet individual and family needs especially in advancing social and economic justice.

**EXPANDED DESCRIPTION:**

 Students will gain knowledge and skills needed to plan and implement interventions that improve outcomes for groups of people (residents of a neighborhood, a target population, students of a school, consumers of an agency, etc.).  This course emphasizes an *ecological systems* perspective that recognizes that neighborhood and community conditions affect behavior and outcomes.  Such conditions can constitute *risk or resiliency* factors for different groups of people.  Intervening at the neighborhood or community level to change these conditions is as important as intervening at the individual or family level to improve quality of life.

Students will also examine the role of human service organizations in communities – the needs they fulfill and how they relate with other organizations, institutions and businesses.  How organizations can be improved to better achieve intended outcomes for consumers and how human service *systems* can function more effectively will be explored.  A *strengths* perspective and *empowerment practice* model will be emphasized in figuring out how to better meet consumer needs, including ways in which people who receive services can participate in program and service planning efforts.

Consistent foci for this course include:

> Articulating *theories of change*: What are the **quality of life improvements** you are trying to facilitate for a group of people?  What will be different as a result of your intervention?  How do you think it will happen?  Do consumers or residents share this vision?

> Strengths:  What are the **strengths** of individuals, families, organizations and communities, and how can they be mobilized to facilitate positive change?  How do we recognize and mobilize the strengths of disadvantaged and disenfranchised groups of people?

*Us:*  Who are we, both personally and in our role as social workers? How does our life experience shape our understanding of people and communities who have been historically disenfranchised? What skills, gifts, and talents do we bring to the change process? What assumptions, inexperience, challenges do we bring to the change process? How do we negotiate **our own learning and power** throughout the change process?

People, not paper:  A common misunderstanding of macro social work is that it is done behind closed doors and involves "pushing paper," e.g. drafting an agency budget.  Just the opposite is true.  Macro social work is done through a series of interpersonal and small group interactions. Thus, it is important to understand how the **direct social work practice skills** reviewed in **SOWO 540** apply to macro-related situations, such as holding a meeting with consumers of a program, facilitating a task force meeting with other human service agencies, meeting with a foundation program officer about a grant proposal, etc.

**REQUIRED TEXTS & READINGS**:

Gibelman, M. & Furman, R. (2008). *Navigating human service organizations* (2$^{nd}$ ed.).   Chicago: Lyceum.

Long, D., Tice, C., & Morrison, J. (2006).   *Macro social work practice: A strengths perspective*.
        Belmont, CA: Thomson Brooks/Cole.

Required readings, which are listed in the class schedule and reading assignments section below, will come from these assigned texts and from other sources such as academic journals.  These additional readings can be accessed in the following ways:

1) At the URL stated in the reading list;
        OR
2) Through an electronic academic journal accessible through UNC Libraries (http://www.lib.unc.edu/) marked as **"UL"** (for "UNC Libraries");
        OR
3) Via Blackboard (http://blackboard.unc.edu/) **"BB"** (login and find SOWO 570 – Section 956, choose "Assignments" and "Course Readings" folder).

Additional readings and/or homework assignments may be assigned throughout the semester to support the learning process.

**RESOURCES:**

All course lectures, syllabus, assignment information, and external links to useful web sites are or will be available on Blackboard, at http://blackboard.unc.edu.

**TEACHING METHODS:**

A goal of the course is to facilitate the development of a learning community, where students learn from one another, not just the instructor. Students will be expected to have completed all reading prior to class and *be ready to thoughtfully answer the study questions identified each week*.

Learning can only truly occur in a space where all participants feel respected and safe. Therefore, all class participants, student and instructor, will be expected to interact in a collegial manner, challenging ideas while respecting people.

Written assignments are a very important avenue for learning and have a fair amount of flexibility so that students can pursue learning around areas of particular interest. Students will be encouraged to form their own learning communities based on common areas of interest. Seeking and receiving feedback from other students through this method is not considered a violation of the Honor Code and is consistent with professional social work practice, which involves consulting and working with colleagues, consumers, residents, etc.

Small group activities are intended to help students develop group work skills relevant to macro social work practice with task forces, project teams, Boards, advisory committees, etc.

**CLASS ASSIGNMENTS:**

Student performance will be evaluated based on the following assignments, which are briefly described below **(full, detailed assignment instructions and grading guides are available on Blackboard in the "Assignments" folder):**

| Requirement | Due Date | Points |
|---|---|---|
| Class participation & attendance | Ongoing | 10 |
| Facilitating a Macro Intervention – Abstract **Assignment One** | 2/13/09 | 10 |
| Units 1 & 2 Quiz (in class) | 2/27/09 | 10 |
| Units 3 Quiz (in class) | 4/03/09 | 10 |
| Homework Assignment – Organizational Assessment **Assignment Two** | 3/13/09 | 10 |
| Facilitating a Macro Intervention: Assessment **Assignment Three** | 4/03/09 | 25 |
| Facilitating a Macro Intervention: Design **Assignment Four** | 4/24/09 | 25 |

Class Participation & Attendance (10 pts of final grade)
Expectations of students include attendance, preparation (including completion of homework assignments, if given) and active participation in discussions and small group learning activities.  Points will be deducted from this grade if you miss class, are late, do not participate or are unprepared.

Unit quizzes (20 pts of final grade; **2/27/09** and **4/03/09**)
Brief, in-class quizzes (two total) using multiple choice and short essay questions will be given for Units 1 & 2, and Unit 3.  The purpose of the quizzes is to evaluate students' understanding of key macro social work practice concepts and principles.

Homework Assignment – Organizational Assessment (**Assignment Two** - 10 pts of final grade; **Due 3/13/09**)

Product:  Completion of an organizational structure and culture questionnaire (found on Blackboard under "Assignments") concerning the student's field placement agency or organization, results of which will be shared in class on the due date.

Brief Description: To complete this assignment, students will observe and record field notes regarding the level of hierarchy in their field agency or organization, how power is distributed and exercised, prevailing organizational culture and contributing factors, etc.  Students will compare and contrast their observations in class.

Facilitating a Macro Intervention
This assignment will be completed in **three parts** – *abstract, assessment* and *design*.  Students will conceptualize and design a macro social work intervention, which is defined as:

> *A set of organized, professional activities that take place within or through a human services or community development organization that is intended to improve the quality of life for an identified group of people.*

Students will gain knowledge and skill in program and intervention planning through this assignment.  Students can use their field placement, a present or prior work experience (paid or unpaid), or their own community as the context (setting) for this assignment.

Students will choose a type of intervention from the following list.  Each of these types is described with examples in a separate document on Blackboard in the "Assignments" folder:

- A new program of an organization
- Program innovation – improving an existing program
- Community development initiative
- Community organizing effort
- Organizational development initiative
- Human service system improvement

Facilitating a Macro Intervention:  *Abstract* (**Assignment One** - 10 pts of final grade; **Due 2/13/09)**.

 Students will begin by turning in two abstracts (A and B), no greater than 1 page each, respectively, that identifies the following:

Abstract A

1. Issue or opportunity – Identify and briefly describe the issue or opportunity that will be the focus of Assignments Three and Four.  What is the quality of life improvement (improved mental health status, better housing, living wage job opportunities) in which you are interested?  The chosen issue or opportunity must be meaningful – something that impacts quality of life for a group of people in important ways.
2. Intervention choice – Indicate your choice (see pg. 5) and briefly justify.  State why you think this issue or opportunity requires a macro intervention.
3. Intervention setting – Identify the organization(s), school, neighborhood or community in which your intervention will take place.
4. Target population – Identify the group of people that will benefit from your intervention (Latino students at an elementary school, older adult residents of a certain neighborhood).

Abstract B

1. Journal Article Abstract  - provide one abstract on a scholarly journal article supporting the significance of the issue or opportunity you have selected for change.   Instructions for the abstract are on Blackboard in the "Assignments" folder.

The purpose of the two abstracts is for the student to begin to conceptualize their project and gain feedback from the instructor about whether they are on the right track *before* any submitted work is evaluated.

Facilitating a Macro Intervention:  Issue *Assessment* (**Assignment Three** - 25 pts of final grade; **Due 4/03/09)**.

Students will find data related to their selected issue, assess the perspectives and strengths of people and/or organizations directly affected by the issue, describe the intervention venue and do a power analysis to define stakeholders and their interests.

Product:     Written paper, 8 to 10 double-spaced pages (not including References or Appendices for tables, charts and graphs) in length using APA format (text citations and reference list entries only) with at least five scholarly sources.

Purpose:     To develop a comprehensive assessment of your selected issue and target population, the selected venue and the steps needed to help define and build support for the intervention.

Learning Objectives:

1. Understand what types of data can be used or collected to develop a better understanding of the issue, target population and change opportunity.
2. Articulate how issues and change opportunities are defined by different stakeholders.
3. Articulate how support is built through an agency, organization, coalition, neighborhood or community for the change opportunity.
4. Identify forces for and against the change opportunity.

Facilitating a Macro Intervention:  Intervention *Design* (**Assignment Four** - 25 pts of final grade; **Due 4/24/09**).

 For this assignment, you will describe an intervention to address your chosen issue and that is intended to result in meaningful outcomes for the target population.  You will construct a theory of change with evidence from social work literature that supports your intervention and identify the resources that will be needed.

Product:        Written paper, 10 double-spaced pages (not including References or Appendices) in length using APA format (text citations and reference list entries only) with at least ten scholarly sources, but no more than fifteen.

Purpose:        To develop a plan for a macro social work intervention intended to result in quality of life improvement(s) for the target population.

Learning Objectives:

1. Articulate outcome objectives related to the change effort.
2. Use social work and related literature to develop and support theory of change and to inform an intervention design.
3. Describe the activities of your intervention that will achieve intended outcomes.
4. Explain what resources will be needed to support the change effort and how residents and consumers will participate.

 Actually implementing a macro intervention takes several months, if not years.  Students are not expected to actually implement their plans!

EXPECTATIONS FOR WRITTEN ASSIGNMENTS:

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing are STRONGLY encouraged to use on-line resources of the campus Writing Center (http://www.unc.edu/depts/wcweb/) and/or seek assistance from Diane Wyant or Susan White in the School of Social Work.

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications.  All written assignments for this course should be submitted in APA format (text citations and reference list entries only).  The web sites listed below provide additional information, though students are strongly encouraged to purchase the following text:

American Psychological Association.  (2001).  *Publication manual of the American Psychological Association* (5th ed.).  Washington, D.C:  Author.

http://www.apastyle.org/elecref.html (APA Style for material in electronic formats)
http://owl.english.purdue.edu/handouts/research/r_apa.html (general information about documentation using APA style)
http://www.bartleby.com/141/ (electronic version of Strunk's The Elements of Style, published in 1918)
http://www.fas.harvard.edu/~wricntr/resources.html (The Writing Center, links to on-line reference material and many other useful sites for authors)
http://www.unc.edu/depts/wcweb/ (The UNC Writing Center on-line)

GRADING SYSTEM:

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical point values of these grades are:

H: 94-100
P: 80-93
L: 70-79
F:  69 and lower

A grade of P is considered entirely satisfactory. The grade of Honors ("H") -- which only a limited number of students attain -- signifies that the work is clearly excellent in all respects.

Grading Guides
Grading guides for Assignments 1, 2, 3 and 4 can be found on Blackboard.  These guides identify grading criteria for each assignment, including the relative weight of each criterion.  Therefore, students are advised to closely follow the rubrics, as they constitute the Instructor's expectations and evaluation methodology for these assignments.

**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS*:***

**A paper is considered late if it is handed in any later than 5:00 pm on the day it is due**.  The grade for late papers will be reduced 1 pt per day, excluding weekends, from the listed due date.

A grade of **Incomplete** is given only in exceptional circumstances (family crisis, serious illness.)  It is the student's responsibility to request and explain the reasons for an Incomplete.

**POLICY ON ACADEMIC DISHONESTY:**

It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will sign a pledge on all graded coursework certifying that no unauthorized assistance has been received or given in the completion of the work. **All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work."** Credit will not be awarded for unpledged work.

Please refer to the *APA Style Guide,* The SSW *Manual,* and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University's Disabilities Services (http://disabilityservices.unc.edu) and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

**POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:**

Use of electronic devices for non-class related activities (e.g. checking email, surfing, IMing, blogging, playing games) is prohibited. Use of laptops is permitted as a tool for small group activities and in-class assignments or as an approved accommodation for students with disabilities (see above).

**Units of Study, Class Schedule & Reading Assignments**

| Class 1<br>1/16/09 AM | Introduction: What is Macro Social Work Practice? What are Macro Social Work Roles? |
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| **Activities:** | Course overview, syllabus review<br>Class norms<br>Discussion of macro practice models, principles and roles |
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| **Readings:** | **None** |
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**Unit 1: Context of Macro Social Work Practice (Class 2)**

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**Learning Objectives**
- Describe how a *strengths perspective* guides macro social work practice
- Describe how the *ecological systems* and *risk and resiliency* perspectives helps identify opportunities for social interventions
- Articulate the differences between *consensus* and *conflict* models of theory and practice

| Class 2<br>1/30/09 AM | Macro Social Work Practice-Related Theories & Perspectives, Part 1 |
|---|---|

**Readings:**    **LTM:**    Chapter 1 - Defining Macro Practice, pp. 1-25
Chapter 2 - Adopting a Strengths Perspective in Macro Practice, pp. 26-49

Swisher, R. (2008). How neighborhood demographics and social processes affect youth outcomes. *The Prevention Researcher, 15*(2), 7-11. **(BB)**

Wisconsin Center for Education Research. (n.d.). *Risk and resilience in the urban neighborhood.* School of Education, University of Wisconsin-Madison. Found at:
*http://www.wcer.wisc.edu/news/coverStories/risk_resilience_urban_neighborhoods.php*

Focus Questions:
1. Why do neighborhood conditions matter?  How do they affect outcomes for children and youth?
2. What does a strengths perspective have to do with social workers and their use or misuse of power in working with clients?
3. How do human service organizations use a strengths perspective?  What are some ways in which this perspective is seen in how services are delivered?

| Class 2<br>1/30/09 PM | Macro Social Work Practice-Related Theories & Perspectives, Part 2 |
|---|---|

**Activities:**

**Readings:**  **LTM:**  Chapter 3 - Considerations for the Practitioner, pp. 50-73
Chapter 4 - Calling on Consumer and Citizen Strengths, pp. 74-94
Chapter 10 - Promoting a Just Society, pp. 206-225

Mondros, J. & Staples, L. (2008). Community organization. *Encyclopedia of social work* (20th ed.)  National Association of Social Workers and Oxford University Press. Found at  http://webcat.lib.unc.edu/record=b5557364 (follow full text link, search or browse for "community organization").

Focus Questions:
1. What are the key differences between *conflict* and *consensus* community organization models?  Does the current political climate in the U.S. favor one model over the other?
2. Can macro social work be defined primarily by consensus models while still achieving social justice?  Why or why not?
3. When is a *conflict* model most appropriate?  How do we know as social workers when to push for change vs. "working within the system"?

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**Unit 2: Assessing Communities (Class 3)**

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**Learning Objectives**
- Describe the steps in conducting a community assessment
- Describe the structure, characteristics and benefits of different types of communities
- Identify neighborhood and community assets and relate them to social work interventions
- Describe social capital and its relationship to quality of life improvements

| Class 3<br>2/13/09 AM | Community Assessment, Part 1 |
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**Video:**  The  Democratic Promise

**Readings:**  **LTM:**  Chapter 6 - Developing Community Resources and Capacities, pp. 117-143

Learning Point Associates. (n.d.) Chapter 2: Conducting a community assessment. *Putting the pieces together: Comprehensive school-linked strategies for children and families.* Found at: http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/ppt/chap2.htm

McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Found at Northwestern University, School of Education and Social Policy, Asset Based Community Development Institute Web site: http://www.northwestern.edu/ipr/publications/papers/2003/mcklecture.pdf

Focus Questions:
1. What constitutes a community?  What are different types of communities?
2. How do we make sense of communities?  What do they include?  How do we conduct a participatory community assessment?
3. What are the roles of different types of organizations in communities?

| Class 3 2/13/09 PM | Community Assessment, Part 2 |
|---|---|

**Readings:**      Kretzmann, J. & McKnight, J.  (2005). *Discovering community power:  A guide to mobilizing local assets and your organization's capacity.* W.K. Kellogg Foundation. **(BB)  (Read Section 1 Only)**

Leventhal, T. & Brooks-Gunn, J. (2008). Neighborhood residence and youth development: Empirical findings and theoretical models. *The Prevention Researcher, 15*(2), 3-6. **(BB)**

Saleebey, D.  (2006). Community development, neighborhood empowerment, and individual resilience.  In D. Saleebey (Ed.), *The strengths perspective in social work practice* (4th ed.)*.* (pp. 241-260).  New York:  Pearson/Allyn & Bacon. **(BB)**

The Saguaro Seminar. (2000). Better together: Introduction - A civic nation at risk. Found at Harvard University, Kennedy School of Government, Saguaro Seminar on Civic Engagement in America Web site: http://www.bettertogether.org/pdfs/Introduction.pdf

Whitlock, J. & Powers, J. (2008). Places to be and to belong: Youth perceptions of life in community.  *The Prevention Researcher, 15*(2), 12-15. **(BB)**

Focus Questions:
1. What is social capital?  Why is it important to understand for social work practice?
2. How are neighborhoods and social processes important for youth development?
3. How do we assess and understand a community's assets that can be incorporated into the design or enhancement of a human services program?

| Unit 3: Program and Intervention Planning (Classes 4-5) |
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**Learning Objectives**
- Articulate the benefits and limitations of incorporating evidence into program design
- Demonstrate basic program planning skills – construct logic models, timelines and budgets
- Explain how consumers and residents can participate in research and design of interventions

| Class 4<br>2/27/09 AM | Program & Intervention Planning: Logic Models & Theories of Change |
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**Activities:**    Units 1 & 2 Quiz

**Readings:**    Aspen Institute. (n.d.) Theory of change.
http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-
8DF23CA704F5%7D/rcccommbuildersapproach.pdf

*(Depicting a theory of change as described by the Aspen Institute is more for planning a community intervention – a set of activities that may include more than one program and may involve more than one organization )*

Gibbs, L. (2003). Pose a specific question of importance to your client's welfare. In L. Gibbs *Evidence-based practice for the helping professions.* (pp. 59-75; 81-86). Pacific Grove, CA: Brooks/Cole-Thomson Learning. **(BB)**

University of Wisconsin-Extension (n.d.). Logic models to enhance program performance. Found at:
http://www.uwex.edu/ces/pdande/evaluation/pdf/LMpresentation.pdf

*(A logic model is a planning tool that is more appropriate for planning a single program, such as starting a job training program for persons receiving mental health services within an organization)*

Focus Questions:
1. How do we write a concise question related to a quality of life improvement for a group of people?
2. What is our theory of change that supports the selection of a program to improve quality of life? What makes us think that our program will make the difference that we want?
3. What's the difference between outcomes and outputs?
4. How do we know when to use research findings to help shape programs?

| Class 4 2/27/09 PM | Program & Intervention Planning: Developing a New Program |
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**Activities:**   Guest lecturers

**Readings:**   Community Toolbox – Writing a grant. Found at:
http://ctb.ku.edu/tools/sub_section_main_1301.htm

Community Toolbox – Applying for a Grant: The general approach. Found
at: http://ctb.ku.edu/tools/sub_section_examples_1300.htm

Despard, M. (2008). Introduction to program planning and development.
School of Social Work, University of North Carolina at Chapel Hill. **(BB)**

MAC AIDS Fund. (n.d.) Program budget worksheet example. **(BB)**

National CASA Association. (2000). Sample program budget. Found at:
http://www.casanet.org/program-management/planning/pmbud1.htm

Focus Questions:
1. How do we use our theory of change and logic model to plan a new program?
2. Once we have chosen an intervention(s) to support our theory of change, how do we identify inputs (resources) that we need? What are the human resources we need for our intervention?
3. What makes a grant or contract proposal strong? How do we plan and budget for personnel?

| Class 5 3/13/09 AM | Program & Intervention Planning: Improving Human Service Systems in the Community |
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**Readings:**   **LTM:**   Chapter 7 - Social Planning, pp. 144-164
  **GF:**   Chapter 7 - Social Work Practice in Host Settings, pp. 133-147

Brooke-Weiss, B., Haggerty, K.P., Fagan, A.A., Hawkins, J.D. & Cady, R. (2008). Creating community change to improve youth development: The Communities That Care system. *The Prevention Researcher, 15*(2), 21-24. **(BB)**

Community Toolbox. *Chapter 19 Choosing and Adapting Community Interventions* (read the "Main Section" of Sections 1-5). Found at:
http://ctb.ku.edu/tools/en/chapter_1019.htm

Focus Questions:
1. Who is responsible for fixing systems that don't work?
2. What are effective strategies for transcending barriers to service coordination?
3. How can consumers participate in efforts intended to improve service access, availability and/or delivery?

| Class 5 | Service Monitoring & Program Evaluation |
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| 3/13/09 PM | |

**Readings:**    **LTM:**    Chapter 11 - Evaluating Macro Change, pp. 226-248

Grinnell, R.M., Unrau, Y.A. & Gabor, P. (2008). Program evaluation. In T. Mizrahi and L.E. Davis (Eds.) *Encyclopedia of social work* (20th ed.). Washington, DC:  National Association of Social Workers. (e-reference edition). **(UL)** (Click "Browse" and enter "Program Evaluation")

Usher, C.  (1995).  Improving evaluability through self-evaluation.  *Evaluation Practice. 16*(1), 59-68.  **(BB)**

Focus Questions:
1. What are the differences among formative, process, outcome and impact evaluations?
2. What are ways in which human service organizations can improve their "evaluability"?
3. Why is service monitoring important?  What are we observing and analyzing?

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**Unit 4: Understanding and Facilitating Change in Human Service Organizations (Class 6)**

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| Class 6 | Understanding Human Service Organizations |
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| 4/03/09 AM | |

**Readings:**    **GF:**    Chapter 1 – Getting to Know the Human Service Organization, pp. 1-21
             Chapter 2 – Distinguishing Features of Organizations, pp. 22-47
             Chapter 4 – Who has the Power? Roles in Human Service Organizations, pp. 74-88
       **LTM:**    Chapter 8 - Administration From A Strengths Perspective, pp. 165-185

Focus Questions:
1. What are the key differences among nonprofit, for profit and public human service organizations?
2. How does power work in your field agency?  Who has it and how do they use it?  What are forces for and against positive change in your organization?
3. How does organizational structure and culture affect our ability to facilitate change efforts – to work toward quality of life improvements?
4. How important are groups to organizational life?  How can you work most effectively in groups to facilitate change?

| Class 6 | Facilitating Organizational Change |
| --- | --- |
| 4/03/09 PM | |

**Activities:**
Unit 3 Quiz

**Readings:**  **LTM:**  Chapter 5 - Enriching Organizational Life, pp. 95-116
**GF:**  Chapter 6 - The Work Environment, pp. 111-132

Hyde, C. (2003).  Multicultural organizational development in nonprofit human
service agencies:  Views from the field.  *Journal of Community Practice,*
*11*(1), 39-59.  **(UL)**

Messinger, L.  (2004)  Out in the field:  Gay and lesbian social work students'
experiences in field placement.  *Journal of Social Work Education, 40*(2),
187-203.  **(UL)**

Focus Questions:
1. What are the differences among *culturally competent*, *multicultural* and
   *anti-oppressive* organizations?
2. What steps do organizations need to take to become *culturally competent,*
   *multicultural* or *anti-oppressive*?

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**Unit 5: Facilitating Community Change: Community Organizing & Development  (Class 7)**

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**Learning Objectives**
- Describe community organizing and development models of practice
- Identify opportunities for community-level intervention
- Outline strategy and process for facilitating community-level change that involves multiple
  stakeholder groups

| Class 7 | Community Organizing |
| --- | --- |
| 4/24/09 AM | |

**Readings:**  Lopez, M.E. (2003). Transforming schools through community organizing: A research
review. Harvard Family Research Project, Harvard Graduate School of
Education, Cambridge, MA. **(BB)**

Mizrahi, T. (2002).  Community organizing principles and practice guidelines.  In A.
Roberts and G. Greene (Eds.), *Social worker's desk reference*.  (pp. 517-524).
New York:  Oxford University Press.  **(BB)**

Mondros, J.  (2002). Principles and practice guidelines for social action.  In  A. Roberts
and G. Greene (Eds.), *Social worker's desk reference*.  (pp. 534-539).  New York:
Oxford University Press.  **(BB)**

Focus Questions:
1. Why *shouldn't* you assume that the organizations or systems you want to change are unified and monolithic? How do you "work from within"?
2. Why is the "principle of least contest" important in organizing work?
3. How do describe the key differences among lobbying, mobilizing and organizing? For what issues and/or groups of people are each of these broad strategies best used?

| Class 7 4/24/09 PM | Community Development |
|---|---|

**Video:** Holding Ground: The Rebirth of Dudley Street

**Readings:** Johnson Butterfield, A.K., & Chisanga, B. (2008). Community development. In T. Mizrahi and L.E. Davis (Eds.), *Encyclopedia of social work* (20th ed.). Washington, DC: National Association of Social Workers. (e-reference edition). **(UL)** (Click "Browse" and enter "Community Development")

Sherraden, M.S. (2008). Community economic development. In T. Mizrahi and L.E. Davis (Eds.), *Encyclopedia of social work (*20th ed.). Washington, DC: . National Association of Social Workers. (e-reference edition). **(UL)** (Click "Browse" and enter "Community Economic Development")

Read about the Dudley Street Neighborhood Initiative at:
http://www.dsni.org/urban_village.shtml
http://www.dsni.org/comm_econ_power.shtml
http://www.dsni.org/res_ldrship.shtml
http://www.dsni.org/youth.shtml

Focus Questions:
1. How is community development different than community organizing?
2. What were the most important elements of success for DSNI?
3. How did DSNI gain and use power?
4. What lessons can we learn from DSNI about engaging in comprehensive neighborhood and place-based revitalization and development?