

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.

Skills Base:

By the end of the course, students will have had experience:

1. Applying tools for analyzing organizations and communities
2. Assessing the performance of an organization or community system.
3. Framing a system enhancement amenable to macro-intervention.
4. Engaging a group in decision-making.
5. Assessing the feasibility of alternative macro interventions.
6. Designing a system enhancement proposal for a macro intervention.
7. Engaging and contracting with critical people in a macro setting.
8. Representing a macro intervention proposal.

Required Texts:

Edwards, R.L. (Ed.) (1995). *Encyclopedia of social work, 19th Edition*. Washington, DC: National Association of Social Workers.

Medoff, P., & Sklar, H. (1994). *Streets of hope: The Rise and fall of an urban neighborhood*. Boston: South End Press.

Netting, F.E., Kettner, P.M., & McMurty, S.L. (1998). *Social work macro practice, 2nd Edition*. White Plains, NY: Longman.

Most supplemental reading materials have been placed on e-reserve and are available at <http://www.lib.unc.edu/reserves> and can be accessed by searching via course number.

Course Requirements:

Descriptions of these course assignments are appendices to this syllabus and additional information about each assignment will be provided in class:

- a. Exercise examining the mission, organization, technology, and output products of host field agency.
- d. Exercise examining the existing community network to an individual or family being served by host agency.
- e. Exercise identifying a systemic "gap" that exists in either the agency or the network.
- f. The development of a formal "system enhancement" proposal to address the identified systemic gap that can be supported theoretically
- g. Exercise in representing the enhance proposal to a defined audience.

Course Participant Evaluation:

Participant performance will be evaluated in the following manner:

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|-----|--------------------------------------|
| 10% | Class participation and contribution |
| 25% | Problem Analysis Assignment |
| 25% | Organizational/Community Analysis |
| 25% | Intervention Proposal Assignment |
| 15% | Class Presentation |

85% of the final course grade is derived from individual assignments and 15% from group assignments (Class Presentation).

Class Attendance and Participation:

As seminar learning requires being present, it is expected that students will attend all classes or notify the instructor in advance and make arrangements to obtain class notes from other students if there is a compelling reason to miss a class. Attendance and participation will be noted, will constitute

10% of the final grade and can be the deciding factor when grades are marginal. Attendance at all classes (not counting pre-announced absences) guarantees you 7 of the 10 points, additional points will be added for quality of participation in activities and discussion

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 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—which only a small percentage of students attain--signifies that the work is clearly excellent in all respects.

Honor Code:

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 aid in preparing this written work."

Policy on Late Assignments

In practice, both practitioners and administrators face absolute deadlines. So it is with this class. Late assignments are strongly discouraged and only accepted at the discretion of the instructor. The grade for late assignments will be reduced 10% per day, including weekends. Therefore, a paper that would merit a grade of 100 on Friday will receive a grade of 70 if submitted on Monday. To obtain permission to submit a paper after the deadline, the student must seek approval from the instructor **before** the beginning of class on the day that the product is **due**.

Policy on Accommodations for Students with Disabilities:

Students with disabilities that affect their participation in the course should notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered.

APA Format:

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the *Publication Manual of the American Psychological Association* (APA, 1994) which is available at most bookstores. The following web sites provide additional information:

- ❑ <http://www.apa.org/journals/webref.html> (APA Style for material in electronic formats)
- ❑ <http://juno.concordia.ca/faqs/apanetscape.html> (general information about documentation using APA style)
- ❑ <http://www.columbia.edu/acis/bartleby/strunk/> (electronic version of Strunk's *The Elements of Style* which was originally published in 1918)
- ❑ <http://www.fas.harvard.edu/~wricntr/html/tools.htm> (The Writing Center, links to on-line reference material and many other useful sites for authors)

UNITS OF STUDY

Unit 1: Characterizing Macro Social Work Practice

Topics:

- Historical development of macro social work technologies
- Current frameworks for conceptualizing practice
- Competencies for macro practice as contrasted with direct services

Class Activities

- Introductions, Contracting. And Creating a learning community
- Defining Social Work macro practice

Required Readings

1. Text, Chapters 1 & 2, pp. 1-67
2. Encyclopedia:
 - Brieland, Social work practices History and evolution, pp.-2247--2257.
 - Austin, Management overview, pp. 1642-1658.
 - Gummer, Social planning, pp. 2180-2186.
 - Harrison, Community development, pp. 555-562.
3. Encyclopedia Supplement.
Cooke, Reid, & Edwards, Management: New developments and directions, pp. 229-242.

Unit 2: Learning, Leadership, And Practice Preferences

Topics:

- Professional self as a helping tool
- Myers/Briggs preferred styles of leadership
- Adult learning styles and preferences

Class Activities:

- Identifying preferred leadership and learning styles
- **Required Readings:**
 - a. Kolb Learning Inventory Handout
 - b. Myers/Briggs Handout
 - c. Encyclopedia: Weil & Gamble, Community practice models, pp. 577-594.

Unit 3: Understanding human service organizations

Topics:

- Conceptual frameworks for understanding
- Issues related to the participant observer role

Class Activities

- Selecting variables for analysis and understanding
- Performance-oriented assessment

Required Reading:

- a. Text, Chapters 7 & 8: Appendix, pp. 191-280.
- b. Encyclopedia:
- c. Holland, Organizations: Context for social services delivery, pp. 1787-1794.

Unit 4: Understanding Community Networks

Topics:

- Locality development and social action
- Understanding community structure and interaction

Required Reading:

- a. Text, Chapters 4, 5, and 6, pp. 103-187
- b. Encyclopedia:
Martinez-Brawley, Community, pp. 539-548.
Lewis & Suarez, Natural Helping Networks, pp. 1765-1772.

Unit 5: Identifying System Enhancement Opportunities

Topics:

- System performance discrepancies
- Framing problems and understanding the political nature of change

Class Activities:

- Defining current and desired conditions
- Developing a theory of causality

Required Reading:

- a. Rothman, intervention research, pp. 1521-1527.
- b. Tropman text, chapter 3, pp. 68-100
- c. Encyclopedia: community needs assessment, pp. 563-568.

Unit 6: Developing Interventions

Topics:

- Social change theories and strategies
- Assessing readiness for change and selecting an approach

Class Activities:

- Examination of change strategies
- Application of force field analysis

Required Readings:

- a. Text, Chapter 9 and 10, Appendix A, pp. 283-340
- b. Encyclopedia: Rose, Goal setting and intervention planning, pp. 1124-1129

Unit 7: Managing Change

Topics:

- Stages and phases of change
- Process tasks

Class Activities

- Understanding the process of managing change
- Establishing phases, roles, and time frame

Required Reading:

- a. Encyclopedia
- b. Keys, Quality management, pp. 2019-2026.

Unit 8: Monitoring and Evaluating Interventions

Topics:

- The nature of collective evaluation
- Rational vs. political models of evaluation

Class Activities:

- Understanding the evaluation process
- Developing monitoring and evaluation plans

Required Readings:

Encyclopedia:

- Seidl, Program evaluation, pp. 1927-1932.
- Lohmann, Financial management, pp. 1028-1036.

Unit 9: Representing Interventions**Topics:**

- Targeting stakeholders
- Shaping appropriate communications

Class Activities:

- Representing interventions

References:

Encyclopedia: Brawley, Mass media, pp. 1674-1682.

Cooke, Fall, 2001