Course Title: Policies and Strategies of Community Intervention
Course Number: BSW SOWK 307; MSW SOWK 509

Prerequisite:
BSW: 201 and senior standing.
MSW: 507; For BSW students entering the 5 Year program, 307 will substitute for 509

Semester/Year:
Class Time: TBA by section
Class Location: TBA by section

Instructor: TBA by Section
Office Location: TBA by Section
Office Hours: TBA by Section
Phone: TBA by Section
Email: TBA by Section

COURSE DESCRIPTION
SOWK 307: This course examines social workers as implementers of policy change within political, organizational, and community contexts. Students will understand the importance of a community and organizational needs assessment as a backdrop to designing policy interventions, strategies, and evaluation elements to measure effectiveness to constituencies.

SOWK 509: As a course with foundation content in the Social Welfare Policy Sequence, this course focuses on providing an understanding of community as a major element in the social environment that influences an individual’s development and behavior. It builds on knowledge obtained in the Human Behavior and Social Environment courses by extending the concepts related to individuals and environments to communities and individual/community interactions. Further, it relates to liberal arts content on sociology and political science. Theoretical understandings of community that are explored include ecological, systems and communitarian perspectives. At a basic level, community is viewed as the arena and source of major policy related issues that involve understanding the relationship among citizens, clients, consumer organizations, and community interests. Organizational theory and theories about community change and the tactics and strategies associated with these various understandings are also examined.

It is recognized that clinical practitioners will have to be conversant with how social systems and institutions affect individual and organization that comprise a community. This course will assist the student in understanding that: 1) relevant practice interventions require clinicians to be able to identify and work with the community as a context of practice and a possible object of intervention; 2) practitioners at times may work with different communities and organizations within the community as resources to promote changes and/or relationships that could positively affect clinical practice; and 3) an appreciation of difference, advocacy skill development, and an understanding of systems of oppression are all necessary components of a responsible clinical practice.
RELATIONSHIP TO OTHER COURSES:
This course is the second policy course at the Foundation level. Its focus is on macro practice with communities and organizations.

LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES
Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the basic, foundation level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.2 Define and apply social work ethical principles to guide professional practice.
PB: Make ethical decisions by applying standards of the NASW Code of Ethics.
PB: Apply ethical reasoning to arrive at principled decisions.
Assignment: Analysis of Field Placement Agency

2.1.3 Apply critical thinking to inform and communicate professional judgments.
PB: Critically appraise and integrate multiple sources of knowledge, including research based knowledge and evidence-informed practice wisdom.
PB: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Assignments: (1) Analysis of Field Placement Agency; (2) Community Assessment

2.1.4 Engage diversity and difference in practice.
PB: Recognize the ways in which a culture’s structure and values may oppress, marginalize, alienate, or enhance privilege and power.
Assignments: (1) Community Assessment; (2) Grant Proposal

2.1.9 Respond to contexts that shape practice.
PB: Continuously discover, appraise, and learn about populations, scientific and technological developments, and emerging social trends to provide relevant social services
PB: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
Assignments: (1) Analysis of Field Placement; (2) Community Assessment; (3) Grant Proposal

CRITERIA FOR GRADING
Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

1 The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may add additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grades and Values</th>
</tr>
</thead>
</table>
| A           | Overall performance is Exceptional | A  4.00 96-100%  
A-  3.67 92-95% |
| B           | Overall performance is Good | B+  3.33 88-91%  
B  3.0  84-87%  
B-  2.67 80-83% |
| C           | Overall performance is Acceptable. Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course. | C+  2.33 76-79%  
C  2.0  72-75%  
C-  1.67 68-71% |
| D           | Overall performance is Poor - student must retake course. | D+  1.33 64-67%  
D  1.0  60-63% |
| F           | Overall performance is Unsatisfactory - student fails course. See Student Handbook. | F  0  Below 60% |
| I           | At the discretion of the section Instructor a temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook. |

**READING ASSIGNMENTS**
All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

**Required Text**

**DESCRIPTION OF ASSIGNMENTS** [Section Instructors will indicate EPAS/PBs for relevant assignments as well as due dates, points and methods of submission for all assignments.]

Weighting of class assignments is as follows [Assignments 1-3 are standard assignments for this course in order to meet EPAS competencies:

1. Community Assessment 30%
2. Analysis of Field Agency 25%
3. Grant Proposal 30%
4. Misc. 15%

[Section Instructors may use this percentage for section specific activities: exams, online discussions, etc. and/or the percentage can be redistributed to the standard assignments above.]
ASSIGNMENT ONE: COMMUNITY ASSESSMENT ASSIGNMENT

Group Level Assignment
30% of Course Grade
Due: ____________________________

*Macro practice activities by definition involve multiple stakeholders working in concert to accomplish the identified tasks and goals. And since macro level activities take place in the larger environment, the various players will not always be social workers or even be familiar with the social work point of view, ethical standards and/or practice methods.

Purpose of Community Analysis
This second assignment is designed to address learning content from Unit II: developing analytical skills regarding communities in relation to specific populations and their needs. In this paper you will discuss a need in relation to a specific population (e.g. long term care for frail elders; child care and single working parents; domestic violence and immigrant women) within an arena (a community in which you are either placed in field or in which you have lived, worked or volunteered). Once you have identified the need, population and arena; prepare a focused 15-16 page paper that does the following:

1. Provides a description of the population and an overview of the related need. The discussion should be guided by the frameworks in Netting, Kettner, McMurtry, & Thomas’ Chapters 3 and 4. (about 6 pages)

2. Examines the relationship between the need and the population within the particular community arena. The analysis should be based on the frameworks in Netting, Kettner, McMurtry, & Thomas’ Chapter’s 5 and 6 regarding communities. (about 6 pages)

3. Concludes with a brief discussion of the general changes you contend need to be made so that the population can meet their needs, and identifies the type of community system (e.g. mechanical, organismic, morphogenic, factional, catastrophic). (about 4 pages)

4. Each student in the group will write a 2 page description of their experience of the group process and what they have learned for future use when working with others. This section will be graded on the level of self-critique, not on the specific content of the critique.

- **Group Participation:**
  - **Role(s) in group – assign and/or assumed**
  - **Time management**
  - **Responsibility** to group (accepting fair share of work; completing assigned work on time.
  - **Adaptability:** Displays or tries to develop a wide range of skills in service of the project, readily accepts changed approach or constructive criticism.
  - **Creativity/Originality:** Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions.
  - **Communication Skills:** Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work.

---

2 For a brief overview of different types of systems theory, see Netting, Kettner, McMurtry & Thomas (2012).
o General Team Skills: Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.

o Technical Skills: Ability to create and develop materials on own initiative, provides technical solutions to problems.

- Self-Assessment: What did you learn about yourself as a member of a group?

This paper will be no longer than 8 double-spaced pages (in addition to the title and reference pages as well as material in Appendices) in WORD using 12 point font. Please use the American Psychological Style Manual (APA) for complete and consistent referencing.

The Grading Criteria for Assignment # 1
1. Organization and Clarity of Writing Style (10 points)
   a. Addresses the assignment in a focused, logical, consistent, and clear manner
   b. Uses correct grammar, spelling, sentence and paragraph construction
   c. Adequately addresses each part of the assignment
   d. Uses appropriate scholarly references and data

2. Quality of Analysis (16 points)
   a. Ability to write analytically
   b. Appropriate application of frameworks and tasks to the need, population and arena
   c. Insightfulness in the identification of areas for change

3. Reflection (4 points) All members of the group will receive the same grade for # 1-2. #3 will be graded individually.
ASSIGNMENT TWO: ANALYSIS OF FIELD PLACEMENT AGENCY

Individual Level Assignment

25% of course grade
Due: __________________________

Purpose of Agency Analysis:
This assignment aims to provide the student with a foundation for functioning within the organizational structure of an agency and for macro practice. Towards that end, it seeks to engage students in searches for information, interactions with an agency and/or its members, a review of agency documents as well as relevant professional literature, and synthesis of this information into an agency analysis paper. This assignment, ideally, will support the student’s understand of the context in which they are completing their field assignment. It also aims to further the student’s understanding of the interaction between organizations and communities.

This assignment is an individual project with each student having responsibility for…

- developing a broad-based general understanding of the agency
- conducting an in-depth analysis of a single aspect of the agency, and
- demonstrating/sharing macro practice knowledge, values, and skills in a PPT presentation.

Guidelines for Successfully Completing this Assignment
Each student’s Agency Analysis & Macro Change paper must have:

- A Title page in correct APA form
- Follow the assessment guidelines in Netting et al.
- An “Ethical Assessment” following Reamer’s guidelines. (See below)
- A Conclusion— that summarizes your assessment of the agency’s strengths/weakness and includes your suggestion(s) or recommendation(s) for moving the organization toward what it could and should be

- A page of References. References should include a) no less than two (2) sources from required course readings; no less the two (2) independently selected sources from professional journals that provide macro practice knowledge, values, and skills for working with this agency and its target population/community; and c) relevant agency document(s). For ALL required readings, independently selected sources, agency documents, and data sources that are integrated into/cited within the text of your paper, you must provide the full and correct APA citation on your Reference page.

- Optional: Your submission may include tables, appendices (such as agency budgets or summary of an experiential learning activity), and/or handouts/documents for distribution during your presentation.

- Oral Presentation: Each student will make a presentation to the class. The oral presentation

3 NOTE FOR INSTRUCTORS:
While this is listed as an “individual level” assignment, section Instructors may choose to create groups for this assignment especially if students are at the same agency. One issue that may arise is that a student is not concurrently in placement. Section Instructors can decide how to handle these students – use an organization they previously worked at, investigate an organization from on-line materials, etc. The point of the assignment is that students understand the Netting et al. framework for analyzing human service organizations.
of the PowerPoint should be no less/no more than 10 minutes in length and consist of an
introductory slide and at least 10 information slides. [Depending on the number of students in
the section, Instructors may arrange this differently.] A copy of the presentation should be
Emailed to the Instructor immediately after the presentation.

The purpose of the oral presentation is two-fold. First, it allows class members to learn about
other field sites. Second, it allows each student to practice his/her formal presentation skills.
Each student will be assessed for such aspects of presenting as the clarity and thoroughness
of the presentation, good public speaking/oral presentation skills, effectively integrating class
material into their project, the ability to facilitate discussion, the general audience reaction,
the ability to respond to questions, and the adherence to presentation length.

Audit Framework: There are many examples of “audits” that can be found. From a social work
perspective, F. Reamer’s is probably the one that is mostly referenced. While his audit framework is
contained in his 2001 book the main areas are: Client rights; Confidentiality and privacy; Informed
consent; Service delivery; Boundary lines and conflicts of interest; Documentation; Defamation
of character; Client records; Supervision; Staff development and training; Consultation; Client
referral; Fraud; Termination of services; Practitioner impairment; Evaluation and research;
Ethical decision making. Instructors may also use other frameworks that they are familiar with.
ASSIGNMENT THREE: GRANT PROPOSAL ASSIGNMENT

Group Level Assignment
30% of Course Grade
Due: ___________________________

Program Proposal (There will be class consultation groups to develop ideas, receive feedback, and assistance on this assignment prior to its due date). Review one or more program design/grant writing tutorials available on the Web.

Request for Proposals (RFP)
(Please note: THIS FOUNDATION LISTED IN THE BOX IS ONE POSSIBLE EXAMPLE – INSTRUCTORS CAN ALSO HAVE STUDENTS FIND RFPS FROM EXISTING FOUNDATIONS IF THEY WISH AND STUDENTS MAY CHOOSE TO FUND A PROGRAM THAT EVOLVES FROM THEIR COMMUNITY ANALYSIS).

The Non-violence Foundation is a private foundation interested in promoting the reduction of violence in contemporary society through generalist social work intervention. Based upon VanSoest’s treatise on “Violence Reconceptualized for Social Work”, this foundation seeks proposals for the reduction of violence on one of three levels as conceptualized. For fiscal year 2012-1 there is a total of $1,000,000.00 available to disseminate to agencies and organizations. There is a minimum of $50,000.00 to a maximum of $500,000.00 available for a one year pilot program which addresses violence reduction. Continued funding will be available for successful projects who meet their outcome objectives. The Foundation is interested in awarding contracts bidders with the best defined social work program addressing the need.

Program content:
A violence reduction program should help individuals, groups, families, organizations, or communities to change behaviors or conditions which lead to the reduction of any forms of violence in any environment. The proposed program must include one or more of the following levels of service: micro, mezzo, and macro.

Proposal Requirements: (Estimated pages 8-10)
Each agency has the flexibility to propose a design that best fits the needs of a geographic service area and target population. This proposal assignment should build on the program that you proposed in the agency assignment. The format of the proposal (paper) should include the following sections:

I. Introduction: including the name of the agency/organization, credibility, and appropriateness to the program, title of proposed program, and an overall statement of the proposed program. (2 paragraphs)

II. Statement of the Problem and Need: with references. A profile of the geographical community should be described based upon your previously completed needs assessment as a background to a discussion about your target population whom you will serve. Data and references should be documented. What specifically is the problem and what are the needs. (2 page minimum)

4 This assignment has been adapted from Syllabus SW483b Generalist Social Work Practice Spring 2001, San Diego State University, School of Social Work.
III. **Goal Statement(s):** State in simple, clear terms what goal(s) you intend to fulfill. (1 paragraph)

IV. **Program Objectives:** There should be a minimum of three measurable objectives and must meet the requirements of “who will do what, when, how”. Your evaluation will also be related to these objectives. (Objectives can listed be in outline form)

V. **Methodologies** (or Activities): Describe, based upon each objective, what activities the project will undertake. (Depending upon the complexity of the project, this section should be no more than 2 pages)

VI. **Staffing:** with Job Descriptions and educational requirements. Describe what positions will be funded by the project and what level. You must use social workers. It is important to know what the going salary levels are. (no more than ½ page)

VII. **Descriptions of Evaluations for Outcomes:** Explain what kind of evaluation tools you will use to measure the outcomes of your objectives. (minimum ½ page)

VIII. **Budget:** A detailed budget is not required, just an educated estimate of your request for funds. It must be realistic based upon your project.

IX. **Summary:** A closing statement appropriate for the proposal.

X. **References:** as usual, using APA format.

**Evaluation of Proposals** (papers) will be based on meeting all basic requirements as strictly adhered to as above. Many a "real" proposal have been denied or found ineligible by funding agencies because of a fundamental inability of bidders to follow the exact requirements of an RFP. Additional points will be given to realistic program ideas and creativity. Copying an existing program is not acceptable, however, a clever adaptation of an existing program would.
**TOPICS/LEARNING OBJECTIVES:**

- **Definitions of Macro Practice**
  - Distinctions between “micro” and “macro practice
- **Macro Practitioner as Change Agent**
  - Role of social workers as change agents
- **Historical Roots**

**REQUIRED READINGS:** Netting, et al unless otherwise specified. See readings for 2nd class session.

---

**TOPICS/LEARNING OBJECTIVES:** Community and Organizational Problems

- “Problems” and “opportunities”
- Framework for Understanding Community and Organizational Problems

**REQUIRED READINGS:**

- Ch. 1 Introduction to Macro Practice
- Ch. 2 Historical Roots of Macro Practice
- Ch. 3 Understanding Community and Organizational Problems
- *Introduction to Social Problems*
  
---

**TOPICS/LEARNING OBJECTIVES:** Populations

- Framework elements for understanding populations.

**REQUIRED READINGS:**

- Ch. 4 Understanding Populations
- *The Impact of Immigration on…Iowa Communities* (PDF)(Optional)

---

**TOPICS/LEARNING OBJECTIVES:** Communities

- Communities and community functions;
- Theories and models of community
- Community practice models.

**REQUIRED READINGS:**

- Ch. 5 Understanding Communities
- *A Twenty-First Century Map for Healthy Communities and Families* by John L. McKnight (1997).
- *Community Capacities and Community Necessities*, address by John L. McKnight, at the “From Clients to Citizens Forum,” Coady International Institute, St. Francis Xavier University, Antigonish, Nova Scotia (2009).
<table>
<thead>
<tr>
<th>Topics/Learning Objectives: Community Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Framework for assessing communities</td>
</tr>
<tr>
<td>Required Readings:</td>
</tr>
<tr>
<td>• Ch. 6 Assessing Communities</td>
</tr>
<tr>
<td>• <em>Neighborhood Planning</em> by John L. McKnight (2011).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of class _________________________________ by section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics/Learning Objectives: Organizations</td>
</tr>
<tr>
<td>• Historical and contemporary organizational theories and models</td>
</tr>
<tr>
<td>Required Readings:</td>
</tr>
<tr>
<td>• Ch. 7 Understanding Organizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of class _________________________________ by section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics/Learning Objectives: Human Service Organizations</td>
</tr>
<tr>
<td>• Framework for organizational assessment</td>
</tr>
<tr>
<td>• Role of social workers in organizational social entrepreneurship.</td>
</tr>
<tr>
<td>• Organizational ethics audit.</td>
</tr>
<tr>
<td>Required Readings:</td>
</tr>
<tr>
<td>• Text Ch. 8 Assessing Human Service Organizations</td>
</tr>
<tr>
<td>• Building Culturally Competent Organizations</td>
</tr>
<tr>
<td><a href="http://ctb.ku.edu/en/tablecontents/sub_section_main_1176.aspx">http://ctb.ku.edu/en/tablecontents/sub_section_main_1176.aspx</a></td>
</tr>
<tr>
<td><a href="http://dx.doi.org/10.1080/03643100903432974">http://dx.doi.org/10.1080/03643100903432974</a></td>
</tr>
</tbody>
</table>

Review these websites and videos on “Social Entrepreneurship”

- [http://www.ssireview.org/topics/category/social_entrepreneurship/](http://www.ssireview.org/topics/category/social_entrepreneurship/)
- [www.pbs.org/opb/thenewheroes/whatis/](http://www.pbs.org/opb/thenewheroes/whatis/)
- [http://www.cseatduke.org/](http://www.cseatduke.org/)
- Video:

These materials will be discussed in class today.
<table>
<thead>
<tr>
<th>Topics/Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Planned Changes in Communities and Organizations</td>
</tr>
<tr>
<td>• Strategies and Tactics</td>
</tr>
<tr>
<td>o designing a planned change: strategies and tactics</td>
</tr>
<tr>
<td>o ethical issues in planned change from a social work perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dudley Street Reader *</td>
</tr>
<tr>
<td>• Streaming copy of “Holding Ground” the Story of Dudley Street *</td>
</tr>
<tr>
<td><a href="http://www.newdaydigital.com/component/option.com_dma/Itemid.67/view.dma/">http://www.newdaydigital.com/component/option.com_dma/Itemid.67/view.dma/</a></td>
</tr>
<tr>
<td>• Ch. 9 Building Support for Proposed Changes</td>
</tr>
<tr>
<td>• Evidence –based (informed ) macro practice: Process and philosophy.</td>
</tr>
<tr>
<td><a href="http://www.olc.edu/.../Gambrill%20(2008)%20Evidence-">www.olc.edu/.../Gambrill%20(2008)%20Evidence-</a>.</td>
</tr>
<tr>
<td>• Guidelines for ethical practice in community organization.</td>
</tr>
</tbody>
</table>

*Instructor option to use another resource*

<table>
<thead>
<tr>
<th>Date of class by section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics/Learning Objective:</td>
</tr>
<tr>
<td>• Implementing and Evaluating Change Interventions</td>
</tr>
<tr>
<td>o Processes to track and evaluate change efforts</td>
</tr>
<tr>
<td>• Ch. 11 Planning, Implementing, Monitoring, and Evaluating the Intervention</td>
</tr>
<tr>
<td>Evaluating Comprehensive Community Change.</td>
</tr>
<tr>
<td><a href="http://www.aecf.org/upload/PublicationFiles/community%20change.pdf">www.aecf.org/upload/PublicationFiles/community%20change.pdf</a> Anne E. Casey Organization.</td>
</tr>
<tr>
<td>Evaluating Community Organizing</td>
</tr>
<tr>
<td><a href="http://www.innonet.org/client.../evaluating_community_organizing.pdf">www.innonet.org/client.../evaluating_community_organizing.pdf</a></td>
</tr>
</tbody>
</table>