

**Syllabus for Course of Instruction**  
**SW 402-Social Work Practice with Organizations, Communities and Government**  
**Fall 2007**

**Tuesday and Thursday, 8:00- 9:15 AM, PAC #D-52**

**I. Basic Course Information:**

Title: Social Work Practice with Organizations, Communities, and Government  
Credit Hours: 3 credit hours  
Course Page: <http://sw402uu.edublogs.org>  
Instructor: Dr. Todd S. Stanfield, LCSW, Associate Professor  
Office: BAC #110 - I will usually be in my office from 9:30 AM until 4:30 PM on Tuesdays, Wednesdays, and Thursdays - except for lunch.  
I suggest you email or call me ahead of time to ensure I am there.  
Email: [tstanfie@uu.edu](mailto:tstanfie@uu.edu)  
Phone: \_\_\_\_\_ (Office); 256.412.2553 (Cell)

**II. Scope of the Course**

This last course in the Social Work Practice sequence continues to make use of the theoretical framework for generalist social work practice introduced in Foundations for Social Work Practice, SW 315, and Social Work Practice with Individuals, Families, and Groups, SW 401. Practice methods for work with organizations, communities, and government will be explored. The course will examine knowledge, values, and skills for building professional relationships and working to enhance human well-being by leadership in organizational, policy, and community development. Assessment, problem-solving, and advocacy strategies will be examined.

**III. Course Objectives**

**Knowledge**

Students will increase their understanding of generalist social work practice and especially the role of leadership in practice (*Program Objective 5,6*);  
Students will understand the nature of organizations, government, and communities, and how these systems function and change (*Program Objective 6,7*);  
Students will learn a process for policy development, including agenda building, analyzing problems, determining options, writing proposals, implementing policy, and evaluating practice (*Program objective 8*);  
Students will learn the dynamics of team and coalition building (*Program Objective 3,7*);

**Values**

Students will increase awareness of their personal values and the basic values and goals of generalist social work practice (*Program Objective 2*);  
Students will be able to practice in the context of organizations, government, and communities within the values and ethics of the social work profession and with respect for the positive value of diversity (*Program Objective 2*).

Students will demonstrate an understanding of the Christian worldview and lifestyle that values human life, its diversity, and promotes social and economic justice (*Program Objective 2, 4, 13*).

Students will be able to critically analyze conflicting ethics and values which influence social and economic policies (*Program Objective 1, 4, 5, 8*).

#### **Skills**

Students will be able to do various kinds of needs assessments (*Program Objective 6, 9, 10*).

Students will develop beginning skills for writing proposals and grants (*Program Objective 6, 10*).

Students will be able to work as a part of a team/coalition (*Program Objective 3, 6, 10*).

Students will be able to analyze an organization's functioning, policy and practice (*Program Objective 1, 6, 7, 8*).

Students will demonstrate the professional use of self (*Program Objective 3, 10*).

Students will evaluate research studies and apply the findings to practice (*Program Objective 9*).

Students will be effective volunteers in a community service project (*Program Objective 11, 12, 14*).

Students will apply critical thinking skills to social work practice within organizations, communities, and government (*Program Objective 1, 6*).

#### **IV. Method of Instruction**

Lectures, case studies, class discussion, community involvement, class exercises, reading assignments, audio/video assignments, projects, guest speakers, and exams

#### **V. Required Texts**

Nair, M. D. & Brody, R. (2007). *Macro practice: A generalist approach, 8<sup>th</sup> ed.* Wheaton, IL: Gregory Publishing Company.

Spencer, J. (1998). *Who moved my cheese?* 1<sup>st</sup> Ed. New York: G.P.Putnam's Sons Publishers

*Additional readings/audio/video will be assigned in class and/or noted on the course outline. They will be available either in the Social Work department, on reserve in the library, available online, or given as hand-outs in class.*

#### **VI. Method of Evaluation**

**Chapter Presentation (10%)** - each student will select a chapter from the Nair & Brody book to summarize and present to the class. The student will also write a chapter quiz that contains 10 multiple choice questions. The student will be responsible for bringing paper copies of the quiz to the class and will administer the quiz on the same day they give their chapter presentation. The quiz will be given PRIOR to their presentation. The class will be given 10 minutes to take the quiz. The presenting student then has 15 minutes to present their summary of the chapter.

**Quizzes (5%)** - students will take quizzes on the readings from the Nair and Brody book. Additional quiz questions or entire quizzes may be given throughout the course to assess students' comprehension of reading, audio, and video assignments.

**Assessment of Macro Skills Paper (10%) - Due September 13th** - students will write a 3 to 4 page paper in APA style that summarizes their own self-assessment of their own strengths, confidence, comfort level, and areas of needed development when it comes to practicing social work at the Macro level. The paper will include the student's reflection of how reading *Who Moved My Cheese* helped them to gain greater insight into their own macro skills. More details about this assignment will be given during the semester.

**Field Agency Profile (10%) - Due December 4th** - students will write a 3 to 4 page profile of the agency where they will do their field practicum in the Spring. More details about this assignment will be given during the course of the semester. Students should be assigned their agency by November 1st, allowing enough time to complete the profile.

**Participation in Campus Events (5%)** - students will participate in two campus events and write a one-page summary of their involvement in each. The summary should include details of their involvement (particularly time invested) and reflections of what they learned from the experience. One event will be the Poverty Simulation on **September 24th**. The summary paper for the Poverty Simulation will be due on **September 27th** at the beginning of class. The other will be the CANstruction event. The summary paper for CANstruction will be due on **November 8th** at the beginning of class. More details about both events and the nature of student involvement will be discussed in class.

**Midterm Exam (15%) - October 11th**

**Final Exam (20%) - December 11th**

**Contribution to Semester-Long Needs Assessment & Proposal Writing (total of 20%)** - A Jackson social service organization has obtained some property in a community in Jackson. The Director must decide how to best utilize the property. Students in the course, under the leadership of the instructor serving as the project director, will conduct a needs assessment and write a proposal for how the property could be utilized. The proposal will be written in the form of both an internal report for the Director and as an external report requesting funding to implement the proposed plans. Each student will play a role in both the Needs Assessment and Proposal Writing Phase. More details on student involvement and specific deadlines will be decided as the project management process is modeled by the instructor throughout the course of the semester. Students will be divided into task groups during the two phases of the project. Students will be required to anonymously critique the contribution of each of the individual members of their group and to complete a self-assessment of their involvement.

**-Needs Assessment Phase Participation (10%)**

**-Proposal Writing Participation (10%)**

### **Attendance/Participation (5%)**

All students are expected to attend class. Excessive absences (more than 2 unexcused) will result in points discounted from the final grade. Excessive tardiness will also result in a loss of points. Students are also expected to come to class prepared to interact in discussion and activities in the classroom. Professional social workers must be able to critically analyze the world in which they live, and be alert to the ever-changing and sometimes unpredictable nature of their environment. Students must also become adept at appreciating and respecting the variety of perspectives that different people and groups can bring to an issue. Class participation is preparation for professional work, and the student will be assessed by the level of their responsible engagement in the learning processes offered in the course.

*Students with any special needs for class attendance, completing assignments, or test-taking should consult with the professor in order that appropriate accommodations can be made with the student in compliance with the Americans with Disabilities Act. Appropriate accommodations will be made to meet documented needs.*

### **Policy on Academic Dishonesty**

Academic dishonesty is a violation of the social work program's values and ethics, and may result in one or more of the following:

- A grade of zero for the work
- A grade of "F" in the course
- And/or dismissal from the social work program

The policy as explained in the student handbook will be enforced.

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## **SOCIAL WORK PROGRAM UNION UNIVERSITY**

### **Program Mission**

The Social Work Program at Union University seeks to prepare students for entry level generalist social work practice. The program emphasizes the importance of a solid liberal arts foundation and of Christian and social work values that promote social and economic justice and an understanding and appreciation for human life and its diversity.

### **Program Goals**

To prepare competent and effective professionals for entry-level social work practice with diverse client systems and population groups within an ever-changing global context.

To ground students in the profession's history, purposes, and philosophy.

To equip students for competent social work practice through the integration of social work knowledge, values, and skills.

To prepare students for a career in the social work profession and for success in a graduate social work program.

To participate in the development of social work knowledge and provide leadership in the development of service delivery systems.

To promote students' understanding of the Christian worldview, with Jesus as the model, which values human life, appreciates and respects diversity, and promotes social and economic justice.

### **Program Objectives**

The graduate will be able to apply critical thinking skills within the context of professional social work practice.

The graduate will be able to practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

The graduate will demonstrate the professional use of self and practice without discrimination and with respect, knowledge, and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

The graduate will understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

The graduate will understand the history of the social work profession and its current structures and issues.

The graduate will apply the knowledge and skills of generalist social work practice with systems of all sizes.

The graduate will be able to use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

The graduate will be able to analyze, formulate, and influence social policies and the impact of social policies on client systems, workers, and agencies.

The graduate will be able to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions and those of other relevant systems.

The graduate will be able to use communication skills differentially across client populations, colleagues, and communities.

The graduate will use supervision and consultation appropriate to social work practice.

The graduate will be able to function within the structure of organizations and service delivery systems and seek necessary organizational change.

The graduate will demonstrate an understanding of a Christian worldview and life style that values human life, appreciates and respects diversity, and promotes social and economic justice.

Faculty and students will be involved with community service opportunities that promote human well-being.