19:910:501 Social Work Practice II

Faculty Name:
Office Address:
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I. Catalog Course Description

The second of two foundation practice courses based on a generalist social work perspective, continues use of a problem-solving model for work with macro (organization and community) systems and considers implications for at-risk groups.

II. Course Overview

This course approaches social work macro practice from a generalist perspective using a problem-solving process which engages organizations and the community in the larger society. The problem-solving process is used with an ecological perspective. Practice content includes the following skills: developing professional relationships; collecting and assessing data; defining problems; using appropriate practice research knowledge; goal-setting; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using empirical measurement to monitor and evaluate outcomes; and concluding intervention. Emphasis is given to facilitative and constraining effects of the social context surrounding macro practice. Special attention is given to human diversity and populations-at-risk, such as persons of color, women, and gays and lesbians.

III. Place of Course in Program

This is the second course in the first year generalist practice foundation. The course has as a prerequisite Social Work Practice I and Field Placement I, and as a Co-requisite Field Placement II.
IV. **Course Objectives**

Upon completion of the course, students will have beginning competence to:

1. Identify the purposes and objectives of social work practice with organizations and communities;
2. Identify values and ethics that direct and guide practice with organizations and communities;
3. Articulate and define social work roles in working with organizations and communities.
4. Apply the problem-solving process to social work macro practice with diverse population groups (women, people of color, the poor, gays and lesbians etc.), targets of change and problem situations;
5. Examine the basic knowledge frameworks and skills that guide the problem-solving process with organizations and communities and processes of organizational and community change.
6. Select and critically evaluate interventions in beginning macro practice with organizations and communities by the use of theory and evidence-based literature on macro practice;
7. Begin to apply the use of evaluation designs and techniques to evaluate outcomes of macro practice at the client, organizational, and community level.
8. Use an ecological perspective to recognize and appraise the effects of context on macro practice at various levels;
9. Demonstrate the capacity to sequentially or simultaneously intervene in multi-sized systems to achieve client remediation or restoration and social change.
10. Use macro practice skills to enhance an organizational or community system’s capacity to meet client needs and advance social and economic justice.

V. **Required Texts**


Books are available for purchase at the Rutgers University Book Store at 1 Penn Plaza, Ferren Mall, New Brunswick, Tel. 732/246-8448. New Jersey Books (at 108 Somerset St., New Brunswick) may also sell texts. Students also are expected to read other works from a selection of books and journals. These readings are on electronic reserve. Go to Rutgers University Libraries home page (www.libraries.rutgers.edu), click on IRIS, and then click on Reserve Desk. Readings can be found by searching for, and clicking on, the course name - Social Work Practice II. Additional readings are listed under below.

VI. **Course Requirements**

The format for the class may include lecture, discussion, videotapes, small group exercises, and
guest speakers. It is designed for maximum student participation and sharing of experiences and insights in order to facilitate the integration of theory and practice. The instructor plays an active part in the learning process. Students can expect that the instructor will convey clear, specific information about social work theory and practice, and social work values and ethics. Assignments have been developed in a format that encourages learning, as well as provides the instructor with a means with which to evaluate the student. The student plays an active part in the learning process. As with all social work classes, participating in the process of the educational experience is vital. It is expected that students will attend all classes, come to class prepared to discuss the topic and complete assignments on time.

There are two written assignments for this class. Complete instructions for these two assignments will be handed out by your instructor. These assignments are:

1. **Organizational Analysis**

Use your field agency as the organization to analyze (if you are not currently in field placement, you can select an agency that you are quite familiar with or have access to its staff).

2. **Community Intervention**

This assignment applies the problem-solving process to a macro system with a focus on designing and implementing an intervention in the service of environmental change for client systems. You must implement the intervention to receive any credit for the assignment.

VII. **Grading**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Organizational Analysis</td>
<td>40 %</td>
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<tr>
<td>Community Intervention</td>
<td>50 %</td>
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<tr>
<td>Attendance/Participation</td>
<td>10 %</td>
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Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. Each of these tasks requires excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. You must adhere to the style guidelines of the *Publication Manual of the American Psychological Association (5th Edition).* Failure to do so will result in substantial deductions from your paper’s grade.

**Attendance is required.** One point will be deducted from a student’s class participation score for each unexcused absence. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Five or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure.

VIII. **Course Evaluation**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey
is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor also may choose to conduct a mid-semester evaluation.

IX. **Academic Integrity Policy**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

X. **Disability Accommodation**

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services at 732-932-2848 for a letter of accommodation. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations. Any student who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XI. **Course Outline**

**UNIT I: Introduction and Overview**

**Week 1:** Introduction to the class, requirements, and readings

**Week 2:** What is macro practice social work? Historical perspectives
**Readings:**
Netting et al, Chap. 1: An Introduction to Macro Practice in Social Work
Chap. 2: The Historical Roots of Macro Practice
Rothman et al, Chap. 10: Integrated Practice: A Framework for Problem Solving
Chap. 2: A History of Community Organizing since the Civil War with Special Reference to Oppressed Communities

**UNIT II: Organizational Practice**

**Week 3: Organization and Management Theory**

**Readings:**

**Week 4: Organizations as Arenas of Change**

**Readings:**
Netting et al, Chap. 7: Understanding Organizations
Chap. 8: Assessing Human Service Organizations
Rothman et al, Chap. 5: Organizations: Organizations as Politics: An Analysis of Community Organization Agencies
Unit III: Administrative Practice

Week 5: Understanding Administration/Management

Readings:
Rothman et al, Chap. 25: Strategic Administration of Nonprofit Human Service Organizations: A Model for Executive Success in Turbulent Times
Chap. 8: Generic Social Work Skills in Social Administration: The Example of Persuasion

Week 6: Leadership in Organizations

Readings:
Rothman et al, Chap. 26: Leadership in the Managed Care Era: Challenges, Conflict, Ambivalence

Week 7: Resource Development and Management

Readings:
Chap. 1: The Social Context of Human Services Financing
Chap. 2: The Financial Management Process

***Due: Organizational Assessment ***

Week 8: The Social Worker as Supervisor

Readings:


Unit IV: Community Practice

Week 9: Introduction to Community Intervention

Readings:
Netting et al, Chap. 3: Understanding Community and Organizational Problems
Rothman et al, Chap. 1: Approaches to Community Intervention
  Chap. 21: Social Action Community Organization: Proliferation, Persistence, Roots, and Prospects

Week 10: Communities as Arenas of Change

Readings:
Netting et al, Chap. 5: Understanding Communities
  Chap. 6: Assessing Communities
Rothman et al, Chap. 4: Understanding American Communities

Week 11: Studying Populations

Readings:
Netting et al, Chap. 4: Understanding Populations
Rothman et al, Chap. 14: Needs Assessment and Community Development: An Ideological Perspective

Week 12: Building Support for Change

Readings:
Netting, et al, Chap. 9: Building Support for the Proposed Change


**Week 13:** Strategies and Process for Change

**Readings:**
Netting, et al, Chap. 10: Selecting Appropriate Strategies and Tactics
Rothman et al, Chap. 7: Community Problem Solving: A Guide with Comments

**Week 14:** Implementing and Evaluating Change, Part I

**Readings:**
Netting, et al, Chap. 11: Planning, Implementing, Monitoring, and Evaluating the Intervention
Rothman et al, Chap. 28: Program Development

**Week 15:** Implementing and Evaluating Change, Part II


*** Due: Final Assignment ***