RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE

GENERALIST PRACTICE 2
09/50:910:474

Semester:
Campus:
Course #:
Section:
Classroom:
Day/Time:

Instructor:
Address:
Phone:
Cell:
E-mail:
Office Hours:

I.   Catalog Course Description

The second of two foundation practice courses based on a generalist social work perspective, this course uses a multicultural perspective for work with *Macro* (organization and community) systems and considers implications for various populations.

II.   Course Overview

This course will engage students in the study of organizations, the community, and their relationships with each other. Macro social work practice includes the following skills: developing professional relationships; navigating organizational structures and cultures; empowering and collaborating with communities; establishing leadership skills; increasing effectiveness; identifying & addressing ethical dilemmas; allocating resources equitably; understanding needs assessments; discerning and leveraging policies and legislation; and strategizing for change aimed toward justice. Emphasis is given to facilitative and constraining effects of the social context surrounding macro practice. Special attention is given to human diversity and a multicultural society.

III.   Place of Course in Program

This is the second course in the first year of the generalist practice foundation curriculum. A prerequisite of the course is Generalist Practice I and Field Placement I; Field Placement II is a co-requisite.

IV.   Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage with individuals, families, groups, organizations, and communities; assess individuals, families, groups, organizations, and communities; intervene with individuals, families, groups, organizations, and communities; and evaluate practice with individuals, families, groups, organizations, and communities.

The course will assist students in developing the following competencies:

Competency 1. Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the professional. Social workers also understand their role in other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure their skills are relevant and effective. Social workers understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: (1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; (2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (3) demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication; (4) use technology ethically and appropriately to facilitate practice outcomes; and engage in career-long learning; and (5) use supervision and consultation to guide professional judgment and behavior.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and

system levels; and (2) engage in practices that advance social, economic, and environmental justice.

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: (1) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and (2) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: (1) collect and organize data, and apply critical thinking to interpret information from clients and constituencies; (2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; (3) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and (4) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,

groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: (1) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; (2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; (3) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; (4) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and (5) facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: (1) select and use appropriate methods for evaluation of outcomes; (2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; (3) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (4) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

1. Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values to advance human rights and social, economic, and environmental justice and engage in policy practice, it has been selected be to part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that three of the course assignments (the Leadership/Management Paper, the Community/Advocacy Meeting Reflection, and the Organizational Assessment and Exploration) have been designed to assess your attainment of these competencies.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals. The course addresses organizational analysis skills and competencies, as well as human rights and social, economic and environmental justice through the study of social work

practice and theory in communities, organizations, and other macro settings. Upon completion of this course, students will be able to:

1. Describe and analyze the purposes, objectives, values, and ethics that guide social work practice with organizations and communities.
2. Conceptualize social work roles in working with organizations and communities.
3. Examine the basic knowledge, frameworks, and skills that guide macro social work practice.
4. 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.
5. Apply principles of social, economic and environmental justice to establish a macro foundation, develop skill sets, and foster the development of a just social work practitioner.*
6. Establish a multicultural lens to engage with organizations and communities in the name of inclusion, diversity, and anti-oppression.*
7. Be prepared for practice in dynamic contexts of current and future macro social work settings.*

*Drawn from 2020 RUSSW Strategic Plan

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice; and
3. Engage, assess, and intervene with individuals, families, groups, organizations, and communities

VII. Required Text:

Reisch, M. (2018). *Macro social work practice: Working for change in a multicultural society*. Cognella Academic Publishing.

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left-hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page

in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions please click here for a video tutorial

VIII. Course Requirements

The format for the class may include lecture, discussion, videos, 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 and enables the instructor 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 participate in the discussions and complete assignments on time.

There are **four graded assignments** for this class, as well as a **grade for class participation (including Board of Directors presentation)**. These assignments and instructions are as follows:

1. **Infographic on Field Placement Organization or an Issue the Field Placement Addresses**

Students will create an infographic (which is different from a PowerPoint. Please see below examples) about their field placement organization or an issue the field placement addresses (i.e. foster care, addiction, domestic violence). Social work skill sets related to this assignment include communication, marketing, and education, among others. Infographics are visual representations of information. They should be easy to understand and visually appealing. Include citations as needed.

Please see Canvas for complete instructions.

2. **Leadership/Management paper**

This paper provides students with an opportunity to recognize various supervision and leadership skills and styles by reflecting on previous personal, professional, and academic experiences. It will give them an opportunity to identify effective supervision and leadership approaches and establish leadership and supervision goals for themselves, as well as identify expectations of current and future supervisors. In 750 – 1000 words (approx. 3-4 double spaced pages), 1. from your perspective, describe the ideal supervisor and 2. describe your vision of yourself as an ideal leader. You can draw from real experiences or hypothetical situations. Include a minimum of three citations from Reisch (2018) Chapter 6 and/or Furman (2021) Chapter 4. Make sure to use APA style and use headings.

Please see Canvas for complete instructions.

3. Community/Advocacy Meeting Reflection paper

In 750 –1000 words (approx. 3-4 double spaced pages), write a summary of a meeting you attended. Ideally, choose a meeting at your field placement, place of employment, or city of residence. Include a minimum of three citations (each one from a different course reading or external source). Make sure to use APA and discuss each of the following sections. Be sure to include Introduction, Meeting Content, Meeting Power Dynamics, and Meeting Effectiveness as headings.

Students must obtain approval from their instructors regarding the meeting they will attend (whether virtual or in-person) and write about. Examples of meetings students can attend include, but are not limited to: community organizing meetings, staff meetings at their place of employment or internship, board of education meetings, town/county/state governance meetings, zoning board meetings, rallies, etc. (In general, clinical supervision meetings would not be appropriate for this assignment.) This assignment provides students with an opportunity to sharpen skills of summarizing a meeting's content, identifying a meeting's power dynamics and analyzing a meeting's effectiveness.

Please see Canvas for complete instructions.

4. Organizational Assessment and Exploration

This assignment provides students with an ongoing (over the course of this semester) opportunity to assess and analyze their field organization for key macro social work functions, community impact, and overall effectiveness. **For this assignment, you will need to go beyond your day-to-day responsibilities in your internship.**

Please make sure to work on this assessment beginning the first week of class and add to it/modify it each week as you learn about the topics from the readings and from class and become more familiar with the functional categories at your internship.

You will complete the **first three functional categories** by the end of **Module 4**. Then, you will revise those categories and continue working on your assessment throughout the semester, submitting a final copy in **Module 14.**

Please see Canvas for complete instructions and the Organizational Assessment and Exploration form.

5. Board of Directors Reading Presentation and Discussion Facilitation

The Board of Directors Reading Presentation and Discussion Facilitation gives students the opportunity to extract key content from readings, to present relevant information in a succinct and engaging way, as well as to practice leading, public speaking, and task management.

You can imagine the Board of Directors (BoD) of an organization has asked you to present. You are on their agenda for 5 minutes of presentation. The class/BoD wants you to inform them about the *relevant* content of one class reading.

You will facilitate a discussion, including application to field/practice, of one reading from the syllabus.
Please see Canvas for complete instructions.

6. Attendance, Participation, and In Class Work

Students are expected to attend all classes regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. Students who aren't able to attend class sessions, should plan to contact the instructor in advance. Students are expected to arrive to class on time and stay for the entire duration of class. Consistent late arrivals or early departure or more than 3 absences may result in grade deductions or course failure. This course takes an active learning approach, meaning that while there will be lectures and readings, one of the main ways that you will be learning in this course is through investigating, problem-solving, practicing, and collaborating with peers through discussions.

XIV.   Grading

Infographic on Macro Social Work or on a Social Issue..15%
Leadership/Management Paper..20%
Community/Advocacy Meeting Reflection …..20%

Organization Assessment and Exploration Part 1...5%
Organizational Assessment and Explorations Final Submission...20%

Board of Directors Reading Presentation and Discussion Facilitation.....................................5%
Attendance, Participation, In Class Work.......................................…......................................15%

Total:…..…..100%

Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work. Work must be well-organized and conform to accepted standards of writing, including correct grammar, accurate spelling, etc. Student cites material correctly. The work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; student must cite material correctly. The work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials are well-organized and conform to accepted standards of grammar, spelling punctuation, etc. Student cites material correctly. Work is completed by the due date.

C+ = Acceptable work; demonstrates understanding of material; written materials have some problems with organization and mostly conforms to accepted standards of grammar, spelling punctuation, etc.; some citation problems. Work is completed by the due date

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grading Criteria
A   90-100
B+   85-89
B   80-84
C+   75-79
C   70-74
D   60-69
F   0-59
*Scores to be rounded up at .5

X.   Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students at the mid-semester mark and toward the end of the semester. All responses are confidential and anonymous.

XI.   Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing." ⌞SEP⌟

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; <u>Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved</u>**;** Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete.   A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://webapps.rutgers.edu/student-ods/forms/registration

XIII. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-http://rupd.rutgers.edu/shooter.php.

XIV. <u>Academic Resources</u>

Library Research Assistance

Julia Maxwell is the social work the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

https://rlc.rutgers.edu/student-services/writing-tutoring

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available. http://www.ncas.rutgers.edu/writingcenter

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association,* 7th edition (2020). It can be purchased at APA Manual 7th Edition.

The following website provide assistance with APA style:
Purdue OWL https://owl.english.purdue.edu/owl/resource/560/01/
APA Style Guide http://www.apastyle.org/learn/faqs/index.aspx
Purdue OWL Mechanics, grammar, organization
https://owl.english.purdue.edu/owl/section/1/

XV. *Diversity Statement*

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

XVI.   Course Outline

Week 1	**Topics:** Welcome, overview of macro social work, overview of Grand Challenges for Social Work. **Objectives:** • Be familiar with course expectations • Define basic macro social work practice and its relationship to personal values and other levels of social work practice • Identify the Grand Challenges for Social Work and ways to support them in students' internships. **Required Readings:** Reisch, M. (2018). *Macro social work practice: Working for change in a multicultural society*. Cognella Academic Publishing. Epilogue: The personal side of macro social work practice. Grand Challenges update - https://www.socialworktoday.com/archive/SO19p16.shtml

	Supplemental Resources: Grand Challenges for Social Work. (2016, January 13). The grand challenges for social work. [Video]. YouTube. https://www.youtube.com/watch?v=oKbj3y-LUbw#action=share The Network for Social Work Management https://socialworkmanager.org/ (Students in the Management and Policy (MAP) specialization are eligible to earn the Human Services Management Certificate.)

Week 2	**Topics:** Macro social work practice skills and macro social work practice theories
	
	Objectives:
	• Articulate the micro / macro connection and importance of macro social work knowledge for direct practice workers
	• Identify macro social work practice skills, such as relationships/engagement skills, desirable personal characteristics, organizational/group management skills, analytic skills, strategic/political skills, and administrative/management skills.
	• Apply social work practice theories such as theories of social change, theories of society and social structure, critical theory, and social justice.
	
	Required Readings:
	
	Reisch, M. (2018). *Macro social work practice: Working for change in a multicultural society*. Cognella Academic Publishing.
	   Chapter 1: Macro practice in a multicultural society: An overview.
	   Chapter 2: Theories underlying macro practice in a multicultural society
	
	Supplemental Resources:
	Hasenfeld, Y. (2010). *Human services as complex organizations (2nd ed.)*. Sage.
	   Chapter 2: Attributes of Human Service Organizations

Week 3	**Topics:** Traditional and alternative organizational structures **Objectives:** • Define and review traditional human service organizations' structure • Identify alternative organizational structures **Required Readings:** Reisch, M. (2018). *Macro social work practice: Working for change in a multicultural society*. Cognella Academic Publishing. Chapter 3: Human service organizations in a multicultural society

	Furman (2021) *Navigating human service organizations* (4th ed.). Oxford University Press
	    Chapter 2: Distinguishing features of organizations
	
	Furman (2021) *Navigating human service organizations* (4th ed.). Oxford University Press
	    Chapter 6: Social work practice in host settings
	
	Supplemental Resources:
	Cox, R. (2020, May). The role of broad-based employee ownership opportunities in prisoner reentry. *AEA Papers and Proceedings, 110*, 424-29.
	https://www-aeaweb-org.proxy.libraries.rutgers.edu/articles?id=10.1257/pandp.20201114
	
	Major Assignment Due This Week:
	Infographic on Macro Social Work or on a Social Issue (See assignment description)

Week 4	**Topics:** Environmental settings, inter-organizational relationships and collaborations, and coalitions, and effective meetings.
	
	Objectives:
	    • Explain organization's responsibility to the community
	    • Explain organization's responsibility to employees
	    • Define the relationships between organizations and external environments.
	    • Identify roles of task groups, types of task groups and key-roles within task-oriented groups
	    • Identify various types of boards related to organizations
	    • Define principles of meetings
	
	<u>Required Readings:</u>
	
	Reisch, M. (2018). *Macro social work practice: Working for change in a multicultural society*. Cognella Academic Publishing.
	    Chapter 5: The external environment of macro social work practice
	
	Reisch, M. (2018). *Macro social work practice: Working for change in a multicultural society*. Cognella Academic Publishing.
	    Chapter 7: Working with diverse groups in macro social work practice
	
	Supplemental Resources:
	Lipsky, M. (2010). Street-level bureaucracy: dilemmas of the individual in public services (30th anniversary expanded ed.). Russell Sage Foundation.
	    Chapter 1 and pages 17-25 of Chapter 2

	Phillips, S., & Taylor, D. (2020). Corporate social responsibility in nonprofit organizations: The brokerage role of community housing mutuals. *Strategic Change*, *29*(4), 425-434. https://onlinelibrary-wileycom.proxy.libraries.rutgers.edu/doi/full/10.1002/jsc.2354 **Major Assignment Due This Week:** Organizational Assessment and Exploration Part 1 (See assignment description)
Week 5	**Topics:** Organizational culture, diversity and inclusion, and leadership **Objectives:** • Define traditional and anti-oppressive forms of leadership • Identify organizational culture **Required Readings:** Reisch, M. (2018). *Macro social work practice: Working for change in a multicultural society*. Cognella Academic Publishing. 　Chapter 4: Creating a diverse organizational culture 　Chapter 6: Power and leadership in multicultural organizations and communities Tomkin, R.A. (2020). How white people conquered the nonprofit industry. *Nonprofit Quarterly*. https://nonprofitquarterly.org/how-white-people-conquered-the-nonprofit-industry/ **Supplemental Resources:**
Week 6	**Topic:** Leadership continued, supervision, management, and mentorship **Objectives:** • Apply management theories • Identify distinctions between management and supervision • Define elements of leadership, management, clinical supervision, and task supervision • Apply importance of followership • Apply the role of mentorship • Explain supervisors' role in creating a self-care culture **Required Readings:** Weinbach, R. W., & Taylor, L. M. (2015). *The social worker as manager: A practical guide to success* (7th ed.). Pearson Education. 　Chapter 4 Leading Furman (2021) *Navigating human service organizations* (4th ed.). Oxford University Press

	Chapter 4: Power and supervision within the organizational setting Scivicque, C., & Hedges, K. (2011). How to start a mentorship relationship. *Forbes.com*. https://www.forbes.com/sites/work-in-progress/2011/06/18/how-to-start-a-mentorship-relationship/#489d8c6b4a27 Glassburn, S., McGuire, L. E., & Lay, K. (2019) Reflection as self-care: models for facilitative supervision. *Reflective Practice, 20*(6), 692-704. https://doi.org/10.1080/14623943.2019.1674271 **Supplemental Resources:** Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, *78*(2), 78-90. George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, *85*(2), 129-138. **Major Assignment Due This Week:** Leadership/Management Paper (See assignment description)
Week 7	**Topic:** Professional and organizational ethics and fiduciary responsibility **Objectives:** • Articulate NASW Code of Ethics • Apply the ethical practices within organizations • Identify fundamentals of organizational finance **Required Readings:** Reisch, M. (2018). *Macro social work practice: working for change in a multicultural society*. Cognella Academic Publishing. Chapter 8: Identifying and resolving ethical dilemmas in macro social work practice NASW Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics Furman (2021) *Navigating human service organizations* (4th ed.). Oxford University Press. Chapter 3: How organizations are financed HumanServicesCouncil (2018, December 11). Everyone deserves a fair slice [Video]. YouTube. https://nonprofitquarterly.org/pizza-and-a-laugh-a-reminder-about-your-nonprofit-financial-stress-level (6:30 minutes) Vimont, Michael. (2016, January 11). Keeping up with shifting contexts [Video]. YouTube.

	https://www.youtube.com/watch?time_continue=3&v=B1dz4igSP1g (4:08 minutes) **Supplemental Resources:** Araize Nonprofit Software. (2106, March 30). Intro to nonprofit accounting: Fund accounting [Video]. YouTube. https://youtu.be/Ag9iYyDZGIY (1:04 minutes) Araize Nonprofit Software. (2106, June 9). Nonprofit accounting basics [Video]. YouTube. https://youtu.be/vc7F3GQpiSs (4:56 minutes)
Week 8	**Topics:** Defining community and needs & strengths assessments **Objectives:** • Articulate the importance of a needs assessment • Define the basic principles of conducting a needs assessment • Identify and apply culturally relevant practices **Required Readings:** Reisch, M. (2018). *Macro social work practice: working for change in a multicultural society*. Cognella Academic Publishing. Chapter 9: Defining community and assessing its needs and assets Velonis, A. J., Molnar, A., Lee-Foon, N., Rahim, A., Boushel, M., & O'Campo, P. (2018). "One program that could improve health in this neighbourhood is _?" using concept mapping to engage communities as part of a health and human services needs assessment. *BMC Health Services Research*, *18*(1), 150. **Supplemental Resources:** Lee, S., Hoffman, G., & Harris, D. (2016). Community-Based Participatory Research (CBPR) needs assessment of parenting support programs for fathers. *Children and Youth Services Review*, *66*, 76–84. https://doi.org/10.1016/j.childyouth.2016.05.004 Ahari, S., Habibzadeh, S., Yousefi, M., Amani, F., & Abdi, R. (2012). Community based needs assessment in an urban area; A participatory action research project. *BMC Public Health, 12*(1), 161–161. https://doi.org/10.1186/1471-2458-12-161
Week 9	**Topic:** Community practice, civic engagement, and community building **Objectives:** • Apply intervention strategies for community participation • Identify the fundamentals of direct action organizing • Synthesize meeting content • Identifying power dynamics

	• Analyze meeting effectiveness **Required Readings:** Reisch, M. (2018). *Macro social work practice: working for change in a multicultural society*. Cognella Academic Publishing. Chapter 10: Engaging with and intervening in multicultural communities Bobo, K., Kendall, J., & Max, S. (2001). The fundamentals of direct action organizing. *Organizing for social change: Midwest Academy manual for activists* (3rd ed.). Seven Locks Press. Read pages 9-21. **Supplemental Resources:** Mississippi Public Broadcasting. (2017, October 5). Fannie Lou Hamer: Stand up [Video]. https://www.youtube.com/watch?v=CxTReRmH2jA (26:46 minutes) (This video is also included in the Diversity & Oppression) lilmikesf. (2015, August 1). "I'd Organize Hell" - Saul Alinsky TV interview 1966 [Video]. YouTube. http://www.openculture.com/2017/02/13-rules-for-radicals.html (focus on 0:00-11:13 minutes) https://www.census.gov/data.html
Week 10	**Topics:** Program development and service planning **Objectives:** • Define the importance of the planning process • Identify the steps in program development • Build strategies to obtain needed resources **Required Readings:** Reisch, M. (2018). *Macro social work practice: working for change in a multicultural society*. Cognella Academic Publishing. Chapter 11: Planning and program development in diverse communities and organizations **Supplemental Resources:** **Major Assignment Due This Week:** Community / Advocacy Meeting Reflection paper (See assignment description)
Week 11	**Topic:** Advocacy

	Objectives:
	• Define the various forms of advocacy
	• Identify the goals of advocacy
	
	Required Readings:
	
	Reisch, M. (2018). *Macro social work practice: working for change in a multicultural society*. Cognella Academic Publishing.
	    Chapter 12: Advocating for policy change in the legislative arena
	    Chapter 14: Advocacy in the judicial, executive, and electoral arenas
	
	Supplemental Resources:

Week 12	**Topic:** Use of social media and technology and the power of youth organizing
	
	Objectives:
	• Apply current advocacy practices
	• Articulate the history and power of youth advocacy
	
	Required Readings:
	
	Reisch, M. (2018). *Macro social work practice: working for change in a multicultural society*. Cognella Academic Publishing.
	    Chapter 13: Using media as a tool of community, organizational, and social change
	
	Delgado & Staples (2008). *Youth-led community organizing*. Oxford University Press, Chapter 1: Overview of youth-led community organizing, (pp. 1-22).
	
	National Association of Social Workers. (2020). *Coronavirus (Covid-19)*.
	    https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus
	
	National Association of Social Workers. (2020). *Telehealth.*
	    https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus/Telehealth

Week 13	**Topics:** Planning and sustaining organizational change and addressing conflict **Objectives:** • Identify planned changes • Define methods in sustaining change • Apply strategies in promoting change and addressing conflict • Reflect on personal values and their effects on macro practice **Required Readings:**

	Reisch, M. (2018). *Macro social work practice: working for change in a multicultural society*. Cognella Academic Publishing. Chapter 15: Promoting change and dealing with conflict in multicultural organizations
Week 14	**Topic:** Environmental justice and global power in relation to organizations, and wrap-up **Objectives:** • Define concepts of environmental justice and global power within and outside of organizations • Critique social hierarchies and their effects on organizations and communities. • Apply social workers' and organizations' responsibility in environmental justice work • Reflect on impacts of colonization and hypothesize methods of decolonization • Articulate learning from the semester and from Field • Apply goals and ideas for moving forward **Required Readings:** Educational Policy and Accreditation Standards (2015) CSWE. Page 7. Read the paragraph on Core Competency 3. https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx Ocasio-Cortez, A. (2019, February 12). *Text - H.Res.109 - 116th Congress (2019-2020): Recognizing the duty of the Federal Government to create a Green New Deal.* https://www.congress.gov/bill/116th-congress/house-resolution/109/text. Harper, S. L., Berrang-Ford, L., Carcamo, C., Cunsolo, A., Edge, V. L., Ford, J. D., Llanos, A., Lwasa, S., & Namanya, D. B. (2019). The indigenous climate–food–health nexus. In L. R. Mason, & J. Rigg (Eds.), *People and climate change: Vulnerability, adaptation, and social justice*, (pp.184-210). Oxford University Press. Apgar, D. (2017). Chapter 8: Intervention processes and techniques for use with larger systems. Social work ASWB masters exam guide: A comprehensive study guide for success (pages 243-267). Springer Publishing Company. Rutgers University School of Social Work (2020). Field agencies respond to two pandemics. Video of panel discussion. Dec. 2, 2020 https://youtu.be/oM9dvNqi09I **Supplemental Resources:**

	Findley, P. A., Pottick, K. J. & Giordano, S. (2017). Educating graduate social work students in disaster response: A real-time case study. *Clinical Social Work Journal, 45*, 159–167. https://doi.org/10.1007/s10615-015-0533-6 MacKerron, C., McBee, K., Shugar, D. (2020). Waste & Opportunity 2020 Searching for Corporate Leadership. *As You Sow*. https://static1.squarespace.com/static/59a706d4f5e2319b70240ef9/t/5f0e267a c0ba016356cbbf42/1594762905629/WasteAndOpportunity_2020_Report_FI N6.pdf **Major Assignment Due This Week:** Organizational Assessment and Exploration Final Submission (See assignment description)

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