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

GENERALIST PRACTICE 2
19:910:474

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 problem-solving model for work with *Macro* (organization and community) systems and considers implications for at-risk groups.

II.   Course Overview

Using a problem-solving process, this course will engage students in the study of 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 with a proposed 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 the elderly, persons of color, women, and gays, lesbians, and transgender individuals.

III.   Place of Course in Program

This is the second course in the first year generalist practice foundation curriculum. A prerequisite of the course is Social Work 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 BASW 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 BASW 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.

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.

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.

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.

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.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you 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 one of the course assignments, the final paper, has been designed to assess your attainment of these competencies.

V. <u>Course Learning Goals</u>

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses 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 and direct 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 the problem-solving process with organizations and communities and the processes of organizational and community change.
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. Identify and apply an ecological perspective to recognize and appraise context on macro practice at various levels.
6. Demonstrate the capacity to sequentially or simultaneously intervene in multi-sized systems to achieve client remediation or restoration and social change.

VI. <u>School of Social Work Mission Statement and School Wide Learning Goals</u>

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 strengths 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. <u>Required Text</u>:

Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations*. (3rd ed.). Chicago, IL: Lyceum Books.

VIII. <u>Course Requirements</u>

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 and 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. **All electronic devices are to be turned off when class is in session.**

There are two quizzes, one reflective writing assignment, and one final paper required for this class. Complete instructions for these assignments will be handed out by your instructor. These assignments are:

1. **Quiz #1 - Week 4**

2. **Quiz #2 - Week 8**

3. **Proposed Intervention – Week 12**

    8-10 page paper consisting of the following sections:

    - **Introduction/Agency Background and Capability**
    - **Need or Problem Statement**
    - **Project Goals and Objectives**
    - **Implementation Plan (program narrative, scope, timeframes)**

This assignment applies the problem-solving process to a macro system with a focus on **proposing and designing** a plan in the service of environmental change for client systems. The student is not expected to implement their intervention.

4. **Reflective Writing assignment - Week 14**

This assignment is linked to the student's general learning about Macro Social Work Practice and the importance of this knowledge. Detailed instructions will follow.

VIII. Grading

Quiz #1: 20%

Quiz #2: 20%

Final Paper: Proposed Intervention......................................40%

Reflective Writing Assignment……………………………..10%

Attendance/Participation..10%

Total: …………………………………………………….....100%

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 (6th Edition)*. Failure to do so will result in substantial deductions from your paper's grade.

Attendance is required. If a student is unable to attend a particular class session, they must email the instructor prior to the start of class. 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. Unless there are extenuating circumstances, after two absences and/or late completion of assignments, a student will go down a grade, and after three absences, they will be placed at risk of failing the course. Five or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure. Normally, an A grade will be given only for exceptional work, on-time and complete attendance, and regular as well as thoughtful class participation. In extenuating circumstances for medical, religious, or other reasons, the instructor will assign a makeup paper to satisfy academic requirements.

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, 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   92-100
B+   87-91
B   82-86
C+   77-81
C   70-76
F   0-69

*Scores to be rounded up at .5

IX.   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.

X.   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 APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

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 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.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***"Plagiarism***: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited 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.
-Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
-Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, (848) 932-4423. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying 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 regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

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.***

XI. <u>Disability Accommodation</u>

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://ods.rutgers.edu/students/registration-form.

XII. 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, 732.932.1181, 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.

XIII. Course Outline

UNIT I: Introduction and Overview of Organizations

Week 1 (January 22): Introduction to the class, requirements, and readings
        Introduction to Human Service Organizations
        What is Macro Practice?

Required Readings:

Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations*. (3rd Ed.).
        Chicago, IL: Lyceum Books.

Chapter 1: Getting to Know Human Service Organizations

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice*. (6th Ed.). Upper Saddle River, NJ: Pearson Education.
Chapter 1: An Introduction to Macro Practice in Social Work

Pritzker, S., & Applewhite, S. R. (2015). Going "Macro": Exploring the careers of macro practitioners. *Social Work, 60*(3), 191-199.

Long, D. D., Tice, C. J., & Morrison, J. D. (2006). *Macro social work practice: A strengths perspective.* Belmont, CA: Brooks/Cole.
Chapter 1: Defining macro practice (pp. 1-24)

Week 2 (January 29): Distinguishing Features of Organizations
NASW Code of Ethics – From an Organizational Perspective

Required Readings:

Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations*. (3nd Ed.).
Chicago, IL: Lyceum Books.
Chapter 2: Distinguishing Features of Organizations

Weinbach, R. W., & Taylor, L. M. (2015). *The Social Worker as Manager: A Practical Guide to Success* (7th ed.). Saddle River, NJ: Pearson Education.
Chap. 3: Historical Origins of Current Management Practices

Lewis, J.A., Packard, T.R., & Lewis, M.D. (2012). *Management of Human Service Programs*.
Belmont, CA: Brooks Cole.
Chapter 4: Applying Organizational Theories

NASW Code of Ethics: http://www.naswdc.org/pubs/code/code.asp

Week 3 (February 5): How Organizations are Financed

Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations*. (3nd Ed.).
Chicago, IL: Lyceum Books.
Chapter 3: How Organizations are Financed

McKinney, J. B. (2015). *Effective Financial Management in Public and Nonprofit Agencies.*
Chapter 1: Understanding Financial Management (p. 1-20)

Fischer, R. L., Wilsker, A., & Young, D. R. (2011). Exploring the revenue mix of nonprofit organizations: Does it relate to publicness? *Nonprofit and Voluntary Sector Quarterly, 40*(4), 662-681.

Mayers, R.S. (2004). *Financial Management for Nonprofit Human Service Organizations*.
Chap. 1: The Social Context of Human Services Financing
Chap. 2: The Financial Management Process

Week 4 (February 12): Supervision and Management in Organizations
Roles in Human Service Organizations

Required Readings:

Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations*. (3nd Ed.).
Chicago, IL: Lyceum Books.
Chapter 4: Who has the power? Roles in Human Service Organizations
Chapter 5: Supervision within the Organizational Setting

Kadushin, A., & Harkness, D. (2014). *Supervision in Social Work*. (5th Ed.). New York, NY:
Columbia University Press.
Chapter 2: Administrative Supervision

Austin, M. J., Regan, K., Gothard, S., & Carnochan, S. (2013). Becoming a manager in nonprofit
human service organizations: Making the transition from specialist to generalist.
Administration in Social Work, 37(4), 372-385.

Weinbach, R. W., & Taylor, L. M. (2015). *The Social Worker as Manager: A Practical Guide to
Success* (7th ed.). Saddle River, NJ: Pearson Education.
Part II: Major Management Functions
Chapter 5: Planning (pp. 103-119)

Quiz 1 – Opens on Canvas and is Due on Week 5 (February 19) at 11:59 pm

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Week 5 (February 19): The Work Environment and Host Settings

Required Readings:

Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations*. (3nd Ed.).
Chicago, IL: Lyceum Books.
Chapter 6: The Work Environment
Chapter 7: Social Work Practice in Host Settings

Weinbach, R. W., & Taylor, L. M. (2015). *The Social Worker as Manager: A Practical Guide to
Success* (7th ed.). Saddle River, NJ: Pearson Education.

Part II: Major Management Activities
Chapter 5: Fostering and Managing Staff Diversity (pp. 173-203)

Briggs, H. E. & McBeath, B. (2009). Evidence-based management: Origins, challenges, and implications for social service administration. *Administration in Social Work, 33*, 242-261.

Week 6 (February 26): Conditions of Work

Required Readings:

Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations*. (3nd Ed.). Chicago, IL: Lyceum Books.
Chapter 8: Conditions of Work

Weinbach, R. W., & Taylor, L. M. (2015). *The Social Worker as Manager: A Practical Guide to Success* (7th ed.). Saddle River, NJ: Pearson Education.
Part II: Major Management Functions
Chapter 10: Leading (pp. 252 – 277)

Lewis, J.A., Packard, T.R., & Lewis, M.D. (2012). *Management of Human Service Programs*. Belmont, CA: Brooks Cole.
Chapter 6: Developing and Managing Human Resources

Week 7 (March 5): Leadership in Organizations

Required Readings:

Singh, K.K., & Lundgren, P. (2012). Tertiary diversity management: A critical success factor in modern nonprofit human services leadership. *Journal for Nonprofit Management*, 104-111.

Burghardt, S. (2014). *Macro Practice in Social Work for the 21st Century*. (2nd Ed.). Thousand Oaks, CA: Sage Publications.
Chapter 6: Leadership Development through Relationship Building.

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.

Elpers, K., & Westhuis, D.J. (2008). Organizational leadership and its impact on social workers' job satisfaction: A national study. *Administration in Social Work,* 32(3), 26-43.

Week 8 (March 12): Functioning within Human Service Organizations

Required Readings:

Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations*. (3nd Ed.).
Chicago, IL: Lyceum Books.
Chapter 9: The Changing Environment of Organizations
Chapter 10: Internal Sources of Organizational Change

Kirst-Ashman, K. K., & Hull, Jr., G. H. (2012). *Generalist Practice with Communities and Organizations* (6th Ed.). Stamford, CT: Cengage Learning.
Chapter 2: Using Micro Skills with Organizations and Communities

Rothman, J., Erlich, J. L. & Tropman, J. E. (Eds.). (2008). *Strategies of Community Intervention* (7th Ed.). Belmont, CA: F.E. Wadsworth/Thomson Learning.
Chapter 8: Generic Social Work Skills in Social Administration: The Example of Persuasion.

Quiz 2 – Opens on Canvas and is Due on Week 9 (March 26) at 11:59 pm

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Week 9 (March 26): Building Support for Change

Required Readings:

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice*. (6th Ed.). Upper Saddle River, NJ: Pearson Education.
Chapter 9: Building Support for the Proposed Change

Nandan, M., London, M., & Bent-Goodley, T. (2015). Social workers as social change agents: Social innovation, social intrapreneurship, and social entrepreneurship. *Human Service Organization: Management, Leadership & Governance, 39*, 38-56.

Ellis, R. A., Crane Mallory, K., Gould, M. Y., & Shatila, S. L. (2006). *The macro practitioner's workbook: A step-by-step guide to effectiveness with organizations and communities*. Belmont, CA: Thompson/Brooks Cole.
Chapter 7: Effective Communication in Agencies, Groups and Communities (p.125-143)

Week 10 (April 2): Strategies and Process for Change

Required Readings**:**

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice*. (6th Ed.). Upper Saddle River, NJ: Pearson Education.
Chapter 10: Selecting Appropriate Strategies and Tactics
Chapter 11: Planning, Implementing, Monitoring, and Evaluating the Intervention

Donaldson, L. P. (2008). Developing a progressive advocacy program within a human services agency. *Administration in Social Work, 32*(2), 25-48.

Week 11 (April 9): Relationship Building/ Conflict and Collaboration

Required Readings:

Burghardt, S. (2014). *Macro Practice in Social Work for the 21st Century*. (2nd Ed.). Thousand Oaks, CA: Sage Publications.
Chapter 7: Why Can't We All Just Get Along? Building Effective Coalitions while Resolving the Not-so-Hidden Realities of Race, Gender, Class, Sexuality, and Age (p. 203-248)

Ellis, R. A., Crane Mallory, K., Gould, M.Y., & Shatila, S. L. (2006). *The macro practitioner's workbook: A step-by-step guide to effectiveness with organizations and communities.* Belmont, CA: Thompson/Brooks Cole.
Chapter 4: Recruiting collaborative partners (pp. 68-78)
Chapter 5: Gaining support and minimizing opposition (pp. 83-95)

Castelloe, P., Watson, T., & White, C. (2003). Participatory change: An integrative approach to community practice. *Journal of Community Practice, 10*(4)*, 7-31.*

Unit II: Community Practice

Week 12 (April 16): Introduction to Community Organizing and Advocacy
       Video: *Gaining Ground*: ***Building Community on Dudley Street***
       Available as a video stream from the Rutgers University library website. (58 minutes)
       (to be shown sometime during last few weeks of the semester)

Required Readings:

Medoff, P. & Sklar, H. (1994). *Streets of Hope: The fall and rise of an urban neighborhood.*
       Introduction and Chapter 1: Remembering (pp. 1-35)

Ellis, R. A., Crane Mallory, K., Gould, M. Y., & Shatila, S. L. (2006). *The macro practitioner's workbook: A step-by-step guide to effectiveness with organizations and communities*. Belmont, CA: Thompson/Brooks Cole.
Chapter 1: Techniques of organizational and community assessment (pp. 7-19).

Szakos, K. L., & Szakos, J. (2007). *We Make Change: Community Organizers Talk About What They Do and Why.* Nashville, TN: Vanderbilt University Press.
Chapter 1: What is community organizing?

Weil, M. (2013). *The Handbook of Community Practice.* Los Angeles, CA: Sage Publications.
Chapter 20: Principles, skills, and practice strategies for promoting multicultural communication and collaboration. (p. 445-460)

Final Paper – Due

Week 13 (April 23): Communities as Arenas of Change
Assessing Need – NJ Data Sources and Associated Documents

Required Readings:

Medoff, P. & Sklar, H. (1994). *Streets of Hope: The Fall and Rise of an Urban Neighborhood.*
Chapter 2: Creating the Dudley Street Neighborhood Initiative (pp. 37-65)

Delgado & Staples (2008). *Youth-Led Community Organizing*. NY: Oxford University Press,
Chapter 1: Overview of Youth-Led Community Organizing, (pp. 1-22).

Sites, W., Chaskin, R., & Parks, V. (2007). Reframing community practice for the 21st century: Multiple traditions, multiple challenges. *Journal of Urban Affairs*, 29 (5), 519-541.

Week 14 (April 30): Studying Populations
Cultural Competency
Wrapping Up

Required Readings:

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice*. (6th Ed.). Upper Saddle River, NJ: Pearson Education.
Chapter 4: Understanding Populations

Lee, E. (2011). Clinical significance of cross-cultural competencies (CCC) in social work practice. *Journal of Social Work Practice, 25*(2), 185-203.

Oelke, N. D., Thurston, W. E., & Arthur, N. (2013). Intersections between interprofessional practice, cultural competency and primary healthcare. *Journal of Interprofessional Care, 275*(5), 367-372.

Sequist, T. D., Fitzmaurice, G. M., Marshall, R., Shaykevich, S., Marston, A., Safran, D. G., & Ayanian, J. Z. (2010). Cultural competency training and performance reports to improve diabetes care for Black patients. *Annals of Internal Medicine, 152*, 40-46.

Reflection Paper – Due