

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

09:910:475

Integration Seminar

Spring, 2019

Instructor:

E-mail:

Office Hours:

Class Time

& location:

Catalogue Course Description

This seminar course integrates all areas of prior and concurrent course learning as it applies to “real-life” field situations. Critical thinking skills and use of the social work profession’s knowledge base are emphasized.

Course Overview

This senior-level course is designed to consolidate and strengthen mastery of major components of generalist social work practice. It fosters integration of comprehensive skills required for successful social work practice with diverse and vulnerable populations within a wide variety of settings. It builds on and fosters integration of knowledge, skills, and values acquired throughout the social work curriculum. It requires students to utilize critical thinking in order to identify and diagnose social problems, and develop effective interventions at the individual, program and policy levels. The course also investigates a variety contemporary social work issues, including those confronting students in the various agency settings of their field placements. This course will advance the professional use of self, the importance of social work values and ethics, the employment of critical thinking and analytic skills in both problem diagnosis and problem solving, and finally, the artful employment of multiple communication skills in carrying out generalist social work practice. It is designed to facilitate the integration of the multiple facets of social welfare policy, the knowledge base acquired in the Human Behavior and the Social Environment courses and utilization of social work research guided by scientific method. Students will be expected to illustrate that they have mastered the skills and perspectives necessary for beginning-level generalist social work practice.

Place of Course in Program

This course is restricted to social work majors, is required of them and is taken concurrently with Generalist Practice II (910:474) and Field II (910:473) during the final semester of the senior year. Satisfactory completion of all prior social work courses and field is pre-requisite.

Program Level Learning Goals and the Council on Social Work Education’s Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at

www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum. *These competencies serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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.

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.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethical and professional behavior, diversity and difference in practice, as well as human rights and social, economic and environmental justice through the study of the history of social work and social services in the United States and the evolution of the social work profession.

Upon completion of this course, students will be able to:

1. an ability to understand and use research findings to guide generalist social work practice;
2. an understanding of the values and ethics under-girding the profession of social work;
3. an ability to articulate the relevance of social policy to generalist social work practice;
4. an appreciation of the usefulness and applicability of theoretical perspectives and frameworks in understanding the human condition and social change;
5. an ability to recognize how individual level social problem phenomena (e.g. criminal activity, substance abuse, domestic violence) is often embedded in various social and economic contexts;
6. an ability to examine complex causal explanations for individual and group-level behaviors and problems—e.g. explanations that involve multiple variables that may interact with one another;
7. an ability to critically examine how social work interventions are embedded and therefore influenced by their organizational, institutional and policy contexts;
8. an ability to recognize and take into consideration issues of diversity and oppression in formulating an understanding of client systems and the challenges confronting them, and in designing effective strategies for intervention.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the Rutgers 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

Required Texts

1. Wilson, William J. (2009). *More than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.
2. Watkins-Hays, Celeste, 2009. *The New Welfare Bureaucrats: Entanglements of Race, Class*

and Policy Reform. Chicago: U of Chicago Press.

Both of these texts are most affordably found via Amazon.com

Wilson: https://www.amazon.com/More-than-Just-Race-Issues/dp/0393337634/ref=sr_1_1?ie=UTF8&qid=1516057835&sr=8-1&keywords=more+than+just+race

Watkins-Hayes: https://www.amazon.com/New-Welfare-Bureaucrats-Entanglements-Policy/dp/0226874923/ref=sr_1_1?ie=UTF8&qid=1516057806&sr=8-1&keywords=the+new+welfare+bureaucrats

VIDEO "TEXT":

Video Recording: Simon, David, 2007. *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Note: you can access season 4 of The Wire in a number of different ways.

1. As streaming video via Amazon Prime (free if you have a prime membership);
2. Via a subscription to HBO
3. As a DVD, which can be purchased via Amazon here: https://www.amazon.com/Wire-Season-4-Dominic-West/dp/B000QXDJLI/ref=sr_1_cc_2?s=aps&ie=UTF8&qid=1516058598&sr=1-2-catcorr&keywords=the+wire+season+4

VI. Course Requirements

It is expected that students will attend all class sessions having read assigned materials and be fully prepared for discussion and assigned activities. Students are expected to be aware of ongoing daily news as it relates to generalist practice. Class attendance and participation are required.

NOTE: Students are expected to notify the instructor prior to any absence. Each absence over two (2) may result in a reduction of one letter grade. All assignments are to be completed by scheduled due dates. Late assignments will be accepted only with prior approval from the instructor.

Course assignments include:

1. Scene Analysis for The Wire: 15% of grade

Due: In class either Week 4, 5, 6 or 7. (2pg memo and informal presentation)

Students will choose, or be assigned to one of four segments covering a set of three episodes of The Wire (segment 1 covers ep. 1-3 in week 4; segment 2 covers ep. 4-6 in week 5; segment 3 covers ep. 7-9 in week 6; and segment 4 covers ep. 10-13 in week 7. Students will each pick one or two scenes from one of the episodes for their assigned segment, summarize the scene and explain its relevance to course material and themes. Each student will prepare a 2-page memo on their selected scenes and be prepared to discuss their scene and its significance in class.

2. Mid-term Paper: Social Problem Analysis and Diagnosis: 30% of grade

Due: in class, week 9 (Approx. 6-8 pgs. double-spaced)

For this assignment, you will choose one character (or a defined “set” of characters) from Season 4 of *The Wire* and relate that individual or group’s profile to a broader social problem of your choosing. You will also choose a book (ethnographic study or individual memoir or analysis: see list of relevant book choices in Mid-term Instruction Sheet to be provided in class) that you think is also relevant to the social problem you are highlighting. You will write a paper that describes the problem, how you see it manifested in your character / group *The Wire* and use your book selection to broaden the discussion and provide additional context.

As characters in the series vary dramatically from one another, your analyses will vary in their content and focus; but all papers must include a thorough description of the character and some form of analysis – usually in the form of *what that character teaches us about the ecological context, or the nature of service delivery, or the way policies are implemented (whether implementation be functional or dysfunctional)*.

3. Reading Logs for weeks 12-14: 10% of grade

Students will prepare 3 short 1-page logs (one per week) that address one or more questions of the week for weeks 12-14, which focus on examination and analysis of social work practice within an organizational & institutional context.

4. Final Paper: 35% of grade

Due: Week 15 (5/1 and 5/3) (Approx. 12 pgs. double-spaced)

Critical Analysis of Social Work Practice Paper: considering the influence of community, organizational and institutional context on social work practice.

Students will critically examine how micro and mezzo level social work interventions are constructed, either via an analysis of their placement organization, or via a specialized case study drawn from work experience or the social work literature. Detailed Instructions TBA.

Attendance/Participation 10% of grade

Everyone is allowed 1 absence (excused or unexcused: I don’t ask questions). After that, they affect your grade. 2nd absence = -1pt; 3rd absence = -2pts; a 4th absence results in a meeting and deeper penalty that could result in dismissal from the class. Don’t go there. Being late affects the participation score too. Being on the computer or your phone doing other things affects it also.

VII. Grading

A	90-100	C+	75-79
B+	85-89	C	70 – 74
B	80-84	D	60-69
		F	below 60

VIII. Course Evaluation

There will be an anonymous University-wide evaluation to be completed by students in the next to last class session. The University might also choose to conduct a mid-point evaluation. I also appreciate reviews on ratemyprofessor.

IX. Academic Integrity Policy

All work submitted in an undergraduate 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, at lacurran@ssw.rutgers.edu. 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>.

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.

X. 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's 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>."

XI. Cellphones, computers (facebook) and group work.

a) Turn your cell phone on off or silent during class. It is extremely disrespectful to have it go off during class (or at a restaurant or the movies for that matter).

b) You may have your computer on in class and take notes. I'm not going to stipulate an official policy on cruising facebook, twitter, or websites not relevant to the class and course topics, but please know I think it's a very uncool thing to do. Let's not have to develop an official policy on this.

c) We'll occasionally break into groups. Also, one assignment, while it doesn't require you to participate in a group, does allow for you to work as a group if you like. See assignments below.

XII. My Goals for Class

- 1) To improve students' writing & presentation skills
- 2) To help students recognize the importance and utility of thinking *critically* about social problems, social work interventions, and the context of social work practice.
- 3) To help students recognize the importance and utility of thinking *theoretically* about social problems, social work interventions, and the context of social work practice.
- 4) To expose students to a variety of social work contexts, organizations, professional roles and intervention styles.
- 5) To give students a familiarity with ethics
- 6) To ensure that students understand the importance of documentation and consultation
- 7) To have a healthy relationship with students that allows them to consult with me about career paths and their plans for strategically advancing various forms of professional, organizational and social change.

XI. Course Outline

PART I: INTRODUCTION

Week 1 Introduction to the Seminar

1/23

Topic: in this class session we introduce the two broad objectives of this course: first, critically examining how social workers *define and diagnose social problems*—with an emphasis on how our understanding of problems is deeply influenced by the community, political and economic *contexts* surrounding those problems; and second, critically examining how social work interventions and practices are constructed—with an emphasis on how the construction of interventions and the conduct of practice is influenced by the organizational, institutional and professional *contexts* in which social work organizations are embedded. In other words, this first class session is all about the importance of being aware of and carefully considering “context” in everything we social workers do. And you’ll begin the process of reflecting on context by talking about your field placements—examining them as organizations situated not only in geographical communities, but also within specific institutional, professional and policy contexts.

No Assigned Readings

Week 2: Critical Thinking and the Use of Theory

1/30

Topics: We’ll briefly review a meta-theme for this course: the importance of grounding your future practice -- be it as a direct practitioner, an administrator or a policy advisor (or maker!) – in a solid theoretical orientation on the social problems you grapple with. The emphasis of this lecture will be on understanding the Structural Social Work perspective. Note that the author, Robert Mullaly, is Canadian, so his examples and references are sometimes a bit unfamiliar to us, but the basic philosophical thrust of the argument—that social workers should attempt to ground their understanding of social problems in a context that recognizes oppressive social and structural circumstances—remains relevant to our conversation.

Readings

1. Mullaly, Robert, Chpt. 2 “The Social Work Vision: A Progressive View” and Chpt. 9 “A Reconstructed Theory of Structural Social Work” in *The New Structural Social Work*,

PART II: CONCEPTUALIZING AND DIAGNOSING SOCIAL AND INDIVIDUAL PROBLEMS

Week 3: social problem definition and measurement

2/6

The problem of poverty, its concentration and its effects

Topics: *We begin by discussing in a general and theoretical way, how our society, policy makers and practitioners define, conceptualize and measure the various problems social workers address, focusing our discussion on the very simple question of: what conditions in the world are deemed to be social problems and how is that determined? Then we turn our attention to the main case example that we’ll use to talk about the challenges of social problem diagnosis: the problem of poverty. We’ll look at its size, scope, depth and distribution as officially measured by the U.S. Census Department. And glancing forward to weeks 4-7, we’ll begin to refine our discussion on poverty to special case of concentrated urban poverty.*

Readings:

1. Bureau of the Census. 2016. "Income, Poverty, and Health Insurance Coverage in the United States: 2015":
<http://www.census.gov/content/dam/Census/library/publications/2016/demo/p60-256.pdf>. *Skim the report, but focus on the "Poverty in the United States" section (pg. 12-20).*
2. William Julius Wilson, 2013. "Combating Concentrated Poverty in Urban Neighborhoods" *Journal of Applied Sociology*. 7, 2, pg. 135-143.
3. David Shipler 2004. Chapter 2 from The Working Poor
Link to Amazon to buy book <http://www.amazon.com/Working-Poor-Invisible-America/dp/0375708219>

Week 4: Social Problem Diagnosis I

2/13

Explanations for concentrated poverty: the "Culture of Poverty" perspective

Topic: *This week we introduce the great debate among American social scientists about why the U.S. has persistently exhibited higher poverty rates than most of its peer nations, and why that poverty is disproportionately concentrated among black and Latino communities, and spatially concentrated in urban "ghettos". We begin the conversation about alternative ways of examining and explaining social problems by reviewing the conservative's primary explanation for concentrated urban poverty, which argues that poverty (and the concentration of poverty) is driven primarily by maladaptive cultural characteristics of the poor themselves.*

We also begin watching The Wire, so as to ground our discussion of abstract theory in a more tangible examination of the lives of four adolescent boys growing up in a neighborhood that closely resembles the zones of demographically and spatially concentrated poverty that the poverty debates centered upon.

Readings:

1. Gilder, George (1989). The Nature of Poverty. In I. Colby, *Social Welfare policy: Perspectives Patterns, Insights*, pp.47-57. Chicago: Dorsey Press.
2. Mumper, Michael (1987). "Review: Poverty, Work and Social Policy" *Polity*, 19, 4, 678-692.

Video Recording: Simon, David, 2007. Episodes 1-3 from *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Week 5: Social Problem Diagnosis II

2/20

Explanations for concentrated poverty: the *Structural* view.

Topic: *This week we continue our examination of the great debate about American poverty, by introducing William Julius Wilson's structurally-oriented explanation of concentrated urban poverty. In this session, we will focus primarily on how structural perspectives contrast with behavioral and cultural perspectives in terms of how they approach the examination of social problems, generally. Our objective will be to highlight the deep differences in between these opposing "ways of seeing" the world and its phenomena, as well as to understand how and why they lead to very different ideas about what constitutes effective policy, program and individual level interventions.*

We will continue watching the drama of Season Four of the The Wire unfold, and hopefully, as we track the stories of Namond, Michael, Dookie and Randy, we'll slowly begin to feel dissatisfied with either a purely cultural explanation or a purely structural explanation for the grim circumstances of their neighborhood in West Baltimore.

Readings:

1. Wilson, William J. (2009). "Structural and cultural forces that contribute to racial inequality," Ch. 1 2 in *More Than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.
2. Wilson, William J. (2009). "The forces shaping concentrated poverty," Ch. 2 in *More Than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.

Video Recording: Simon, David, 2007. Episodes 4-6 from *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Week 6: Social Problem Diagnosis III

2/27

The Structural Perspective, refined.

Topic: This week, we dig more deeply into the complexity of Wilson's explanation for concentrated urban poverty and in so doing, we will strive to recognize and understand how Wilson incorporates those aspects of the cultural perspective that have both empirical validity and theoretical integrity into a refined structural perspective on poverty and its spatial concentration that his students have gone on to further develop. This more nuanced structural perspective should prove useful as we continue watching the increasingly complex plot and character developments in season four of *The Wire*.

1. Wilson, William J. (2009). "The Economic Plight of Inner-city Black Males," Ch. 3 in *More Than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.
2. Wilson, William J. (2009). "The Fragmentation of the Poor Black Family," Ch. 4 in *More Than Just Race: Being Black and Poor in the Inner City*, New York: WW Norton & Co.

Video Recording: Simon, David, 2007. Episodes 7-9 from *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Week 7: Social Problem Diagnosis IV

3/6

Recognizing the practical applications & limitations of theory

Topic: in this class session, we wrap up *The Wire*, watching season four's tragic culmination and begin to turn our attention to the Midterm paper. Our objective this week will be to draw, from our intensive examination of one social problem arena (concentrated poverty and its effects), general lessons, principles and practice sensibilities that can be applied to the practical diagnosis of *other social problems* (and their micro-level manifestations) that each student will confront over the course of their careers.

Readings:

1. Small M.L., Harding D.J., Lamont M. (2010). "[Reconsidering culture and poverty](#)". *Annals of the American Academy of Political and Social Science* **629** (1): 6-27.

Video Recording: Simon, David, 2007. Episodes 10-13 from *The Wire: the Complete Fourth Season*, Home Box Office, Inc. HBO Original Programming.

Week 8

3/13

Topic: NO READINGS FOR THIS WEEK. We will use this class session to wrap up our conversations on *The Wire* and Wilson's theory of the urban underclass. We'll also discuss how generalize the lesson we take from *The Wire*'s presentation of its social problem – concentrated and racialized urban

poverty – to other social problems that social workers routinely address. Finally, we’ll take a look forward to second half of class where we will shift our critical analysis lens from social problem definition and diagnosis to the construction of social service programs, interventions and practices— all the while retaining the meta-lesson of the course: that **context** (this time organizational and institutional) **matters**.

Week 9: SPRING BREAK

3/20

PART III: CRITICALLY EXAMINING “EMBEDDED” SOCIAL WORK PRACTICE

Week 10: Thinking Critically about Intervention

3/27

Change Strategies in the form of Policies, Program Designs and Individual Social Work Practices.

Topics: In this session we will think and talk broadly about what it means to intervene in a social problem. Here is where the modalities of micro and macro practice greatly diverge. When we think about solving social problems, some social work students are drawn to big, sweeping ideas for how government and/or nonprofit organizations can initiate broad structural and procedural changes to the way society or a particular community operates. Others don’t want to be so abstract. They value thinking about concrete plans and actions that can happen in the here and now – either the creation of individual programs, centered in their work organization; or even more specifically, about problem solving actions and methods they can embrace as a practitioner in direct practice with individuals and small groups. Whether applied at a micro, mezzo or macro level, all intervention strategies must be grounded in a practical theory of change, consider the relevant contextual factors (individual, community, organizational) that impact implementation, and be carried out in a way that allows for data gathering and critical reflection.

Readings:

TBA

Week 11: Thinking Critically about Intervention II

4/3

The woefully under-appreciated importance of Institutional and Organizational Context: The Case of the Street Level Bureaucrat

Topics: This week we tackle the knotty thicket of institutional and organizational *context* and begin a two-week exploration of how both the organizational and the *institutional* context within which social workers – and all street level bureaucrats – work influences who they help, how they help, and maybe IF they help people at all. We begin in Week 11 by simply mapping out the institutional and organizational environment, what these terms mean, and why they matter.

Readings:

1. Lipsky, M. (1980), Ch. 2: “Street-level bureaucrats as policy makers” and Ch. 3: “The problem of resources,” in *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, New York: Russell Sage Foundation.
2. Scott, Richard. 1993. “Contemporary Institutional Theory (ch. 3) in *Institutions and*

Organizations. Thousand Oaks, CA: Sage Publications.

Week 12: Thinking Critically about Intervention III

4/10

The dilemma of authority in social work organizations and why that becomes the dilemma of the street level bureaucrat (the social worker) themselves.

Topic: This week we go beyond simply mapping and conceptualizing institutional and organizational context, and examine how these contextual factors influence practice itself. We'll also strive to develop some ideas about what we can do about it.

Readings:

1. Lipsky, M. (1980), Ch. 4 Goals & Performance Measures, Ch. 5: Relations with Clients, AND Ch. 7: Rationing services: Limitation of access and demand. In *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, New York: Russell Sage Foundation.

If time, in-class Video: Viewing excerpts from Frederick Wiseman's "Welfare."

Week 13: The New Street Level Bureaucracy (Case Study): Policy Implementation within an institutional and organizational context

4/17

Readings:

1. Watkins-Hays, Celeste, 2009. Introduction and Chapter 1 "Situated Bureaucrats: Locating Identity in Catch-All Bureaucracies." In *The New Welfare Bureaucrats: Entanglements of Race, Class and Policy Reform*. Chicago: U of Chicago Press.

Week 14: The New Street Level Bureaucracy (Case Study): Policy Implementation within an institutional and organizational context

4/24

Readings:

1. Watkins-Hays, Celeste, 2009. Chapter 2 "Not Everyone has the Same Bag of Tricks: Identity, Discord, Discretionary Toolkits and Policy-making in a changing institution" and Chapter 3 "Reinventing the Street-Level Welfare Bureaucrat?" In *The New Welfare Bureaucrats: Entanglements of Race, Class and Policy Reform*. Chicago: U of Chicago Press.

Week 15: Case study wrap up and course review

5/1

Readings:

1. Watkins-Hays, Celeste, 2009. Chapter 4 "Am I My Sister's Keeper? (Staunton Case Study)" In *The New Welfare Bureaucrats: Entanglements of Race, Class and Policy Reform*. Chicago: U of Chicago Press.