

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

Practice with Communities and Organizations

19:910:501

Semester:
Course #:
Section:

Instructor:
Address:
Phone:
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.

As students read through this syllabus, they should also remember to closely review the School-Wide Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

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 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 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. 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

[Explore the entire set of 2022 CSWE 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. Required Text

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

Please note that one digital copy of the required text is available through the library. One user may access it at a time.

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](#)

VII. Course Attendance and Participation Policies

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

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.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

VIII. Assignments Overview

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

There are **four graded assignments** for this class, as well as a **grade for Discussion (which includes Discussion Posts and Reading Annotations with Hypothesis)**. These assignments and instructions are as follows:

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

You will create an infographic (which is different from a PowerPoint) about your practicum organization or an issue the practicum organization addresses (i.e. foster care, addiction, domestic violence). Social work skill sets related to this assignment include communication, marketing, education, considering the audience's perspective, among others. Infographics are visual representations of information. Infographics should be easy to understand and visually appealing. Include references as needed. Whenever you use information from a source, whether on the infographic or in the "Rationale for design/content choices and proposal for usage," cite that source.

Please see Canvas for complete instructions.

2. Leadership/Management paper

This paper provides you with an opportunity to recognize various supervision and leadership skills and styles by reflecting on previous personal, professional, and academic experiences. You can draw from real experiences or hypothetical situations. Through this assignment, you will identify effective supervision/leadership approaches, establish supervision/leadership goals for yourself and outline expectations of current and future supervisors. The paper should be 3-4 double-spaced pages. The instructor will not read more than 4 pages. Your grade will be based on what is in the first 4 pages (not including the title page or references). Write succinctly. That may mean writing a longer paper and then editing it to make it more content-rich and succinct. Include a minimum of three references from course material. Make sure to use APA style and use headings listed below (Leadership within the individual, Leadership within the system, and Relevance to social work).

Please see Canvas for complete instructions.

3. Community/Advocacy Meeting Reflection paper

In 3-4 double-spaced pages, write an analysis of a meeting you attended. You must obtain approval from your instructor regarding the meeting they will attend (ideally in-person, but virtual will be accepted). Examples of acceptable meetings include, but are not limited to: community organizing meetings, board of education meetings, town/county/state governance meetings, zoning board meetings, rallies, etc. (Clinical supervision meetings and trainings will not be appropriate for this assignment.)

This assignment provides you with an opportunity to sharpen your skills in summarizing a meeting's content, identifying a meeting's power dynamics, and analyzing a meeting's effectiveness. Include a minimum of three references (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. Note that the bulk of the paper should focus on the Meeting Power Dynamics and Meeting 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 13**.

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

5. Discussions

Discussions are worth 4 points. See Canvas for the discussion rubric. Each discussion should contain an initial post and two replies. Initial post must be completed after reading each module's articles and viewing relevant videos. In general, initial post should be a minimum of three sentences and submitted by **Day 5** of the module. Students must then reply to at least two posts from their classmates. Responses should be a minimum of three sentences and submitted by **Day 7** of the module.

Annotation using Hypothesis

Reading the assigned articles and chapters is an integral part of class preparation and student learning. This virtual annotation assignment is a way to engage in written, class discussion grounded in the course content.

This class uses Hypothesis to asynchronously annotate several readings from the syllabus. Annotation requires commenting and/or posing questions directly on a shared electronic version of the reading. This assignment encourages students to engage with the reading and classmates through active learning.

Please see Canvas for complete instructions.

IX. 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%
Discussion Posts and Reading Annotations with Hypothesis.....	15%
Group Discussion on Nonprofits.....	5%
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, etc. Each of these tasks requires excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments.

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. Course Outline

Week 1	<p>Topics: Welcome, overview of macro social work, overview of Grand Challenges for Social Work.</p> <p>Objectives:</p>
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	<ul style="list-style-type: none"> • 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. <p>Required Readings: Reisch, M. (2018). <i>Macro social work practice: Working for change in a multicultural society</i>. Cognella Academic Publishing. Epilogue: The personal side of macro social work practice.</p> <p>Grand Challenges update - https://www.socialworktoday.com/archive/SO19p16.shtml</p> <p>Discussion week 1</p> <p>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</p> <p>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.)</p>
Week 2	<p>Topics: Macro social work practice skills and macro social work practice theories</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. <p>Required Readings: Reisch, M. (2018). <i>Macro social work practice: Working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 1: Macro practice in a multicultural society: An overview.</p>

	<p>Chapter 2: Theories underlying macro practice in a multicultural society</p> <p>Discussion week 2</p> <p>Supplemental Resources: Hasenfeld, Y. (2010). <i>Human services as complex organizations (2nd ed.)</i>. Sage. Chapter 2: Attributes of Human Service Organizations</p>
Week 3	<p>Topics: Traditional and alternative organizational structures</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Define and review traditional human service organizations' structure • Identify alternative organizational structures <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: Working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 3: Human service organizations in a multicultural society</p> <p>Furman (2021) <i>Navigating human service organizations</i> (4th ed.). Oxford University Press Chapter 2: Distinguishing features of organizations</p> <p>Furman (2021) <i>Navigating human service organizations</i> (4th ed.). Oxford University Press Chapter 6: Social work practice in host settings</p> <p>Discussion week 3</p> <p>Supplemental Resources: Cox, R. (2020, May). The role of broad-based employee ownership opportunities in prisoner reentry. <i>AEA Papers and Proceedings</i>, 110, 424-29. https://www-aeaweb-org.proxy.libraries.rutgers.edu/articles?id=10.1257/pandp.20201114</p> <p>Major Assignment Due This Week: Infographic on Macro Social Work or on a Social Issue (See assignment description)</p>
Week 4	<p>Topics: Environmental settings, inter-organizational relationships and collaborations, and coalitions, and effective meetings.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explain organization's responsibility to the community • Explain organization's responsibility to employees

	<ul style="list-style-type: none"> • 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 <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: Working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 5: The external environment of macro social work practice</p> <p>Reisch, M. (2018). <i>Macro social work practice: Working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 7: Working with diverse groups in macro social work practice</p> <p>Discussion for Week 4</p> <p><u>Supplemental Resources:</u></p> <p>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</p> <p>Phillips, S., & Taylor, D. (2020). Corporate social responsibility in nonprofit organizations: The brokerage role of community housing mutuals. <i>Strategic Change</i>, 29(4), 425-434. https://onlinelibrary-wileycom.proxy.libraries.rutgers.edu/doi/full/10.1002/jsc.2354</p> <p><u>Major Assignment Due This Week:</u> Organizational Assessment and Exploration Part 1 (See assignment description)</p>
Week 5	<p>Topics: Organizational culture, diversity and inclusion, and leadership</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Define traditional and anti-oppressive forms of leadership • Identify organizational culture <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: Working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 4: Creating a diverse organizational culture Chapter 6: Power and leadership in multicultural organizations and communities</p>

	<p>Tomkin, R.A. (2020). How white people conquered the nonprofit industry. <i>Nonprofit Quarterly</i>. https://nonprofitquarterly.org/how-white-people-conquered-the-nonprofit-industry/</p> <p>Discussion for Week 5 Annotate the Tomkin's article using Hypothesis (see above for Hypothesis assignment instructions).</p> <p>Supplemental Resources:</p>
Week 6	<p>Topic: Leadership continued, supervision, management, and mentorship</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 <p><u>Required Readings:</u></p> <p>Weinbach, R. W., & Taylor, L. M. (2015). <i>The social worker as manager: A practical guide to success</i> (7th ed.). Pearson Education. Chapter 4 Leading</p> <p>Furman (2021) <i>Navigating human service organizations</i> (4th ed.). Oxford University Press Chapter 4: Power and supervision within the organizational setting</p> <p>Scivicque, C., & Hedges, K. (2011). How to start a mentorship relationship. <i>Forbes.com</i>. https://www.forbes.com/sites/work-in-progress/2011/06/18/how-to-start-a-mentorship-relationship/#489d8c6b4a27</p> <p>Glassburn, S., McGuire, L. E., & Lay, K. (2019) Reflection as self-care: models for facilitative supervision. <i>Reflective Practice</i>, 20(6), 692-704. https://doi.org/10.1080/14623943.2019.1674271</p> <p>Discussion for Week 6</p> <p>Supplemental Resources: Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i>, 78(2), 78-90.</p>

	<p>George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. <i>Harvard Business Review</i>, 85(2), 129-138.</p> <p>Major Assignment Due This Week: Leadership/Management Paper (See assignment description)</p>
Week 7	<p>Topic: Professional and organizational ethics and fiduciary responsibility</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Articulate NASW Code of Ethics • Apply the ethical practices within organizations • Identify fundamentals of organizational finance <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 8: Identifying and resolving ethical dilemmas in macro social work practice</p> <p>NASW Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics</p> <p>Force501.org (2017, September 30). US IRS Form 990 for Nonprofits: 7 key questions [Video]. Youtube. https://www.youtube.com/watch?v=DHFvPdYXBvY</p> <p>Furman (2021) <i>Navigating human service organizations</i> (4th ed.). Oxford University Press. Chapter 3: How organizations are financed</p> <p>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)</p> <p>Thompson, I. (2024, November 21). HR 9495: Bill Threatening Nonprofits Passes House. <i>Non Profit News</i>. https://nonprofitquarterly.org/hr-9495-bill-threatening-nonprofits-passes-house/</p> <p>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)</p> <p>Group Discussion for Week 7 Please see Canvas for detailed instructions.</p> <p>Supplemental Resources:</p>

	<p>Araize Nonprofit Software. (2106, March 30). Intro to nonprofit accounting: Fund accounting [Video]. YouTube. https://youtu.be/Ag9iYyDZGIY (1:04 minutes)</p> <p>Araize Nonprofit Software. (2106, June 9). Nonprofit accounting basics [Video]. YouTube. https://youtu.be/vc7F3GQpiSs (4:56 minutes)</p>
Week 8	<p>Topics: Defining community and needs & strengths assessments</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Articulate the importance of a needs assessment • Define the basic principles of conducting a needs assessment • Identify and apply culturally relevant practices <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 9: Defining community and assessing its needs and assets</p> <p>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. <i>BMC Health Services Research</i>, 18(1), 150.</p> <p>Discussion for Week 8 Annotate the Velonis’ article using Hypothesis (see above for Hypothesis assignment instructions)</p> <p>Supplemental Resources:</p> <p>Lee, S., Hoffman, G., & Harris, D. (2016). Community-Based Participatory Research (CBPR) needs assessment of parenting support programs for fathers. <i>Children and Youth Services Review</i>, 66, 76–84. https://doi.org/10.1016/j.childyouth.2016.05.004</p> <p>Ahari, S., Habibzadeh, S., Yousefi, M., Amani, F., & Abdi, R. (2012). Community based needs assessment in an urban area; A participatory action research project. <i>BMC Public Health</i>, 12(1), 161–161. https://doi.org/10.1186/1471-2458-12-161</p>
Week 9	<p>Topic: Community practice, civic engagement, and community building</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply intervention strategies for community participation • Identify the fundamentals of direct action organizing • Synthesize meeting content • Identifying power dynamics

	<ul style="list-style-type: none"> Analyze meeting effectiveness <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 10: Engaging with and intervening in multicultural communities</p> <p>Bobo, K., Kendall, J., & Max, S. (2001). The fundamentals of direct action organizing. <i>Organizing for social change: Midwest Academy manual for activists</i> (3rd ed.). Seven Locks Press. Read pages 9-21.</p> <p>Discussion for Week 9</p> <p>Supplemental Resources:</p> <p>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)</p> <p>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)</p> <p>https://www.census.gov/data.html</p>
Week 10	<p>Topics: Program development and service planning</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define the importance of the planning process Identify the steps in program development Build strategies to obtain needed resources <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 11: Planning and program development in diverse communities and organizations</p> <p>Discussion for Week 10</p> <p>Supplemental Resources:</p>

<p>Week 11</p>	<p>Topic: Advocacy</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Define the various forms of advocacy • Identify the goals of advocacy <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 12: Advocating for policy change in the legislative arena Chapter 14: Advocacy in the judicial, executive, and electoral arenas</p> <p>Supplemental Resources:</p> <p>Major Assignment Due This Week: Community / Advocacy Meeting Reflection paper (See assignment description)</p>
<p>Week 12</p>	<p>Topic: Use of social media and technology and the power of youth organizing</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply current advocacy practices • Articulate the history and power of youth advocacy <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 13: Using media as a tool of community, organizational, and social change</p> <p>Delgado & Staples (2008). <i>Youth-led community organizing</i>. Oxford University Press, Chapter 1: Overview of youth-led community organizing, (pp. 1-22).</p> <p>National Association of Social Workers. (2020). <i>Coronavirus (Covid-19)</i>. https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus</p> <p>National Association of Social Workers. (2020). <i>Telehealth</i>. https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus/Telehealth</p> <p>Discussion for Week 12 Annotate Delgado's article using Hypothesis (see above for Hypothesis assignment instructions)</p>

<p>Week 13</p>	<p>Topics: Planning and sustaining organizational change and addressing conflict</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 <p><u>Required Readings:</u></p> <p>Reisch, M. (2018). <i>Macro social work practice: working for change in a multicultural society</i>. Cognella Academic Publishing. Chapter 15: Promoting change and dealing with conflict in multicultural organizations</p> <p>Discussion for Week 13</p> <p>Major Assignment Due This Week: Organizational Assessment and Exploration Final Submission (See assignment description)</p>
<p>Week 14</p>	<p>Topic: Environmental justice and global power in relation to organizations</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 <p><u>Required Readings:</u></p> <p>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</p> <p>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.), <i>People and climate change: Vulnerability, adaptation, and social justice</i>, (pp.184-210). Oxford University Press.</p> <p>Discussion for Week 14</p>

	<p>Supplemental Resources:</p> <p>Findley, P. A., Pottick, K. J. & Giordano, S. (2017). Educating graduate social work students in disaster response: A real-time case study. <i>Clinical Social Work Journal</i>, 45, 159–167. https://doi.org/10.1007/s10615-015-0533-6</p> <p>MacKerron, C., McBee, K., Shugar, D. (2020). Waste & Opportunity 2020 Searching for Corporate Leadership. <i>As You Sow</i>. https://static1.squarespace.com/static/59a706d4f5e2319b70240ef9/t/5f0e267ac0ba016356cbbf42/1594762905629/WasteAndOpportunity_2020_Report_FI_N6.pdf</p>
Week 15	<p>Topic: Wrap up and move forward</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Articulate learning from the semester and from Field • Apply goals and ideas for moving forward <p><u>Required Readings:</u></p> <p>Apgar, D. (2017). Chapter 8: Intervention processes and techniques for use with larger systems. <i>Social work ASWB masters exam guide: A comprehensive study guide for success</i> (pages 243-267). Springer Publishing Company.</p> <p>Rutgers University School of Social Work (2020). <i>Field agencies respond to two pandemics</i>. Video of panel discussion. Dec. 2, 2020 https://youtu.be/oM9dvNqi09I</p>

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