Angelo State University  
Department of Social Work  
SWK 6303: Social Work Practice II with Communities and Organizations

Course Dates, Time, and Location

Fall Semester, 2019: August 26, 2019 to December 13, 2019  
Online (Collaborate sessions will be held periodically for the purpose of class discussion)

Instructor Contact Information

Anne M. Scaggs, EdD, MSW, LCSW  
Assistant Clinical Professor of Social Work  
E-Mail: anne.scaggs@angelo.edu

Office Hours: M-F 12:00 pm - to 2:00 pm and by appointment via Collaborate, Skype, or email

• Please note that emails received after 6 p.m. will be reviewed and may be answered the following morning.

Recycling and sustainability: Please consider if it is necessary to print the syllabus. If so, please help our fragile environment by recycling this paper when finished. Thank you!

Course Description

This foundation course provides an introduction to social work practice with organizations, and communities, including the use of communication skills, supervision, and consultation. Focuses on engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes

Advanced Generalist social work practice is anchored in and applies social work values, ethics, knowledge, and adheres to the mission of the profession focusing on the strengths, capacities, and resources of client systems in relation to the broader social environment (i.e., human behavior in the social environment content). Generalist social work practice uses a general
intervention model (i.e., the helping process), based on the knowledge, skills, and values of the social work profession; and includes client engagement; assessment, planning, intervention, evaluation, termination, and follow-up. Students will learn to base evidenced supported interventions on client strengths, capacities, and resources that are designed to help clients overcome personal challenges and resolve personal deficits based on the helping process. Each of the steps in the general intervention model, and their associated activities and processes, are covered in detail in this course as they apply to large groups, organizations, and communities (i.e., direct practice on the mezzo and macro level).

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

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 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.

**Course Materials**

*Required Texts:*


ISBN: 978-0-87101-447-4

ISBN# 978-0-13-394852-3

*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).*

**Grading Information**

**Grading Scale:**

90 – 100 = A  
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 or Below = F

Point Values and Description for Assignments and Examinations:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Meetings</td>
<td>15%</td>
</tr>
<tr>
<td>Assessment Presentations</td>
<td>40%</td>
</tr>
<tr>
<td>Lifelong Learning Plan</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Meetings 15%

Students will attend 2 organizational meetings. The same meeting cannot count twice. Students can select any of the following meetings (meeting must be a minimum of 45 minutes long):

- City Council meetings
- County Commissioners meetings
- AA or NA meetings
- Any governmental committee meeting
- Town hall meetings
- Non-profit agency board of directors meetings
- Non-profit agencies coalition meetings
- Support group meetings
- Public Trainings
- Other meetings may be accepted with prior approval of the instructor

Students will provide verification of their attendance of the meeting as well as a summary of the activities of the meeting which will be submitted in class. Your summary must include the student’s reaction to the meeting.

It is the student’s responsibility to ensure that their attendance at the meetings is in no way disruptive to the meeting and that students do not misrepresent their motivations for being in the meeting (ex: students should not act as if they have a drinking problem in an AA meeting if the student doesn’t actually have a substance use issue).

Examinations 30%
There will be three examinations in this course. Each examination will cover a portion of assigned readings, Collaborate activities, the NASW Code of Ethics, the Texas Board of Social Work Examiners (TBSWE) Code of Conduct, and the TBSWE Scope of Practice.

**Testing via Respondus™ Monitor**

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**OTHER REQUIRED MATERIALS**

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements:

http://www.angelo.edu/distance_education

**Assessment Presentations 40%**

Throughout the semester, students will create 2 presentations in order to develop their ability to engage, assess, intervene, and evaluation organizations, and the community.

**Organization/Social Service Agency Presentation**
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an organization/social service agency. Students will discuss how to engage the organization/agency, how to assess any unmet needs of the targeted population, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the agency/organization in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use 5 peer reviewed journal articles in addition to any other resources utilized. When creating the presentation, please follow the outline below.

I. Introduction

II. Engagement
   a. Brief history of the agency/organization
   b. Purpose of the agency/organization (mission statement, goals, objectives, etc.)
   c. Current population served (including socio-economic status, ethnicity, gender, age, etc.)
   d. Discuss how you would use empathy, reflection, and interpersonal skills to engage with the agency/organization

III. Assessment
   a. Current objectives used to meet agency/organization goals
   b. Discuss agency/organization perceptions of their current work (how do they think they are doing?) Include a discussion of the agency/organization strengths and limitations
   c. Identify areas of additional needs

IV. Proposed Interventions
   a. Identify 2 needs and propose an intervention for each need.
   b. Discuss the benefits and outcomes of each intervention
   c. Clearly layout how you would implement one of your 2 proposed interventions

V. Proposed Evaluation
   a. Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)

VI. Conclusion

Community Presentation

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an identified community issue. Students will discuss how to engage with stakeholders and key individuals within the community, how to assess any unmet needs of the community, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the community in order to address
the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use 5 peer reviewed journal articles in addition to any other resources utilized. When writing the paper, please follow the outline below.

I. Introduction
II. Engagement
   a. Describe identified community need
   b. Identify Stakeholders and Key Individuals (who will be able to help address the need)
   c. Discuss how you would use empathy, reflection, and interpersonal skills to engage the stakeholders and key individuals in the community
III. Assessment
   a. Identify the strengths of the Stakeholders and Key Individuals
   b. Identify the limitations of the Stakeholders and Key Individuals
IV. Proposed Interventions
   a. Propose and discuss one intervention designed for the identified need.
   b. Discuss the benefits and outcomes of the intervention
   c. Clearly layout how you would implement the proposed interventions
V. Proposed Evaluation
   a. Discuss how you will evaluate the efficacy of your intervention (i.e. pretest/post-test, survey etc.)
VI. Conclusion

Lifelong Learning Plan 15%

Students will write a paper discussing your plan to further your knowledge development about macro level social work following the completion of this course and graduate school. Please include how you plan to advocate for change at the macro level. This paper must be a minimum of 1 page

Course Policies

- Please ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- Attendance Policy:
  There is no grade penalty for the first 3 absences (this is not an invite to miss class).
  - any additional absence will result in a loss of 10 points off of your total grade.
• please refer to ASU policy regarding class attendance.
• being more than 5 minutes late for class will count as an absence.

• **Late assignments** are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept will lose points at 10% per day that it is late. Any assignment submitted any time after the deadline is late. Any in-class exercise missed due to an absence will result in a zero for that exercise.

• **Make-up examinations** will be considered on a case by case basis and will only be allowed for university approved absences.

• All students are expected to follow the National Association of Social Workers **Code of Ethics**.

• Angelo State University expects its students to maintain complete **honesty and integrity** in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

• **Electronic Device Expectations**: I recognize that you have other responsibilities & priorities. I do not have a problem with your electronic devices remaining powered on in class, given the following conditions:
  1. the sound is turned off
  2. it is not a distraction to me or other students
  3. you take responsibility for your own distraction and the consequence on your professional performance grade
  4. your use of your device is limited to absolutely necessary communication- no more than 3 texts throughout the duration of a class
  5. under no circumstances will you access social networking sites or sites not relevant to the content of the course
  6. if the use of electronic devices becomes a distraction, a problem, a nuisance, or in any way detracts from the educational environment, this policy will be modified and devices may be prohibited

• It is your responsibility to check your **ASU email and Blackboard** at least once daily. Assignments, clarifications, announcements, and quizzes will be communicated through email and blackboard. I encourage you to set up your mobile devices with the Blackboard app and to receive push alerts from your ASU email.

• Please see the course guidelines and expectations for additional information about what I expect of students.
**Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

**Course Schedule**

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<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| **Week 1** Aug. 26-30 | Course introduction  
Syllabus, course expectations, Blackboard NASW Code of Ethics, TBSWE Scope of Practice & Code of Conduct |
| **Week 2** Sept. 2-6  
**Sept. 2 is Labor Day**  | Read - Chapter 1 – An Introduction to Macro Practice in Social Work |
| **Week 3** Sept. 9-13 | Read - Chapter 2 – Historical and Contemporary Influences on Macro Practice |
| **Week 4** Sept. 16-20 | Read - Chapter 3 – Engaging with Diverse Populations  
*Meeting 1 Summary and Proof of Attendance due* |
| **Week 5** Sept. 23-27 | Read – SWMP Chapter 4 – Assessing Community and Organizational Problems |
| **Week 6** Sept 30- Oct. 4 | Read – SWMP Chapter 5 – Understanding Communities  
Exam I (Chapters 1-4) opens Thursday, 10/3 @ 8 am and closes Sunday, 10/6 at the end of the day (eod) |
| Week 7  
Oct. 7-11 | Read – SWMP Chapter 6 – Assessing Communities |
| --- | --- |
| Week 8  
Oct. 14-18 | Read – SWMP Chapter 7 – Understanding Organizations  
Assignment: Community Presentation Due 10/18 end of day |
| Week 9  
Oct. 21-25 | Read – SWMP Chapter 8 – Assessing Human Service Organizations  
*Meeting 2 Summary and Proof of Attendance due* |
| Week 10  
Oct. 28-Nov. 1 | Read – SWMP Chapter 9 – Building Rapport for the Proposed Change  
Exam II (Chapters 5-8) opens Thursday, 10/31 @ 8 am and closes Sunday, 11/3 eod |
| Week 11  
Nov. 4-8 | Read – SWMP Chapter 10 – Selecting Appropriate Strategies and Tactics |
| Week 12  
Nov. 11-15 | Read – SWMP Chapter 11 – Planning and Implementing the Intervention |
| Week 13  
Nov. 18-22 | Read – SWMP Chapter 12 – Monitoring and Evaluating the Intervention  
Assignment: Organization Presentation Due 11/22 end of day |
| Week 14  
Nov. 25-29 | November 27-29 Thanksgiving Holiday |
| Week 15  
Dec. 2-6 | Review for Final  
Assignment: Life Long Learning and Advocacy Plan due 12/3 by end of the day. |
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<thead>
<tr>
<th>Week 16</th>
<th>Final Exam (Chapters 9-12) opens Friday 12/6 @ 5 pm and closes Tuesday, 12/10</th>
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<tr>
<td>Dec. 9-13</td>
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