

UNIVERSITY OF DENVER GRADUATE SCHOOL OF SOCIAL WORK

SYLLABUS: SOWK 4007— COMMUNITY/MACRO SOCIAL WORK THEORY AND PRACTICE

SPRING/SUMMER 2019, 4 CREDITS

COURSE DESCRIPTION

This course provides students with a foundational level understanding of macro social work practice and roles. The course builds upon knowledge of human behavior in the social environment and adds theories of change to understand diverse communities and social service networks and the relationship of local, national, and global interventions. The course introduces students to empirically supported models and emerging interventions that address macro level social issues. Students complete community/organizational assessments and also participate in work groups to learn how to engage, assess, and intervene in communities and organizations.

COURSE RATIONALE

This introductory course focuses on social work practice with macro systems: groups, communities, organizations, and larger collectives within a generalist perspective. The course is focused on the methods of assessment in large systems to inform interventions and understanding the impact of these interventions on all client systems. Course content includes macro social systems thinking applied to the assessment of socio-structural institutions and organizations as well as change strategies and fundamentals of community organizational practice, with an emphasis on multi-cultural

and anti-oppression perspectives in macro practice.

COURSE FORMAT

ASYNCHRONOUS CONTENT

Participation in asynchronous activities is required. Each week, you complete asynchronous activities in the Online Campus (2DU) in preparation for your live session with your professor and classmates. To be successful and fulfill your responsibilities as a member of our learning community, you must participate actively in activities and assignments prior to the live session. This means setting aside specific times in your schedule each week. You are expected to devote 3 hours of time each week for each credit hour; for example, 9 hours of time each week for a 3-credit-hour class.

Your instructor reviews your contributions and responses to the asynchronous content and facilitates the live session to meet the needs of the learning community. Complete any responses or activities 24 hours prior to your scheduled live session and come to the live session having viewed all the asynchronous materials. Your completion of this content is included in your participation grade.

LIVE SESSIONS

Live sessions are the required, synchronous sessions when instructor(s) and students come together using Zoom to have real-time discussions and participate in role plays and other activities. You are expected to attend all live sessions. Your participation in live sessions is included in your participation grade.

EDUCATIONAL OBJECTIVES AND STUDENT LEARNING OUTCOMES

Through asynchronous content, assignments, and live sessions students will be able to:

KNOWLEDGE

1. Understand foundational social work macro practice theory as applied to current social and political cultural contexts.
2. Demonstrate knowledge of community and organizational change models and the applicability of those models to social work practice and the person and environment and generalist practice perspective.
3. Identify the mechanisms of social group work required for macro practice, including work in task groups, meetings, and teams.
4. Demonstrate an understanding of assessment and change strategies in macro practice systems.

SKILLS

5. Critically engage in self-reflection and examine one's own practice skills with communities, including examining power, privilege, and oppression in communities and organizations.
6. Critically analyze and evaluate community practice theories in terms of their applicability to multicultural and historically oppressed populations and the social work mandate for social justice.

VALUES AND ETHICS

7. Demonstrate an awareness of effective social work practice in communities and organizations that is congruent with NASW values and ethics emphasizing social and economic justice.
8. Apply social work values and ethics and identify ethical dilemmas to practice interventions with communities and organizations.
9. Demonstrate awareness of and critically discuss the implications of ethnic background, culture, gender, age, sexual orientation, religion, socioeconomic class, and disability on community theory and practice.

TEXTBOOKS AND MATERIALS

Textbooks: There are no required textbooks for this course.

ADDITIONAL COURSE MATERIALS

Course content will be delivered in a variety of formats, including book chapters, articles, content summaries, and video through the Online Campus (2DU).

EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS (EPAS)

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence.

The following Social Work Core Competencies are addressed in this course:

2.1.4 DIVERSITY IN PRACTICE

Course learning objectives 5, 6, 7, and 9 address this EPAS competency.

Assignment 3 assesses this EPAS competency.

2.1.5 HUMAN RIGHTS AND SOCIAL JUSTICE

Course learning objectives 5, 6, and 7 address this EPAS competency.

Assignments 2 and 3 assess this EPAS competency.

2.1.9 PRACTICE CONTEXTS

Course learning objectives 1, 2, and 9 address this EPAS competency.

Assignment 2 assesses this EPAS competency.

2.1.10A ENGAGEMENT

Course learning objectives 2, 6, and 8 address this EPAS competency.

Assignment 3 assesses this EPAS competency.

2.1.10B ASSESSMENT

Course learning objectives 4, 5, 7, and 8 address this EPAS competency.

Assignments 1, 2, and 3 assess this EPAS competency.

2.1.10C INTERVENTION

Course learning objectives 2, 3, 4, 7, and 8 address this EPAS competency.

Assignments 2 and 3 assess this EPAS competency.

ASSESSMENT

This course will facilitate the assessment of the following behaviors:

- 2.1.4.4 Social workers view themselves as learners and engage those with whom they work as informants.
- 2.1.5.2 Social workers advocate for human rights and social and economic justice.
- 2.1.9.2 Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- 2.1.10(a).1 Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- 2.1.10(b).1 Social workers collect, organize, and interpret client data.
- 2.1.10(b).2 Social workers assess client strengths and limitations.
- 2.1.10(c).1 Social workers initiate actions to achieve organizational goals.
- 2.1.10(c).5 Social workers facilitate transitions and endings.

CONTENT ON DIVERSE POPULATIONS

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.

INCLUSIVITY STATEMENT

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience at GSSW. As a result, there will be class discussions that may be difficult or challenging. To create the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions, and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, while being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

SUBMISSION OF ASSIGNMENTS

Due dates are specified for all assignments. These deadlines are firm. All assignments must be turned in by the due date in the manner specified. The instructor reserves the right to deduct points for late assignments. On rare occasions, unforeseen circumstances arise (e.g., illness, personal, or family emergency) that may make it difficult for a student to complete the assignment by its designated due date and time. Should this happen, it is the responsibility of the student to notify the instructor prior to the due date. At the instructor's discretion, a student's request for an extension of an assignment may be granted, not to exceed 48 hours past the due date.

ASSIGNMENTS

Course assignments serve as the assessment of students' development of social work competencies. Assignment expectations and details are provided in the syllabus. Students are strongly encouraged to review all assignment details at the beginning of the quarter to ensure understanding of the required assignment elements and plan for successful, timely completion.

Specific guidance regarding assignment submission is provided in the Online Campus (2DU). The file-naming convention for written assignments should be: First Name_Last Name_Assignment Name.

Due Dates: Please check individual assignment guidelines for due dates. Assignment due dates are scheduled in conjunction with weekly live sessions. Assignments may be due 24 hours before or 24–72 hours after the conclusion of the weekly live session. Due dates for all assignments are listed below.

COURSE ASSIGNMENTS

ASSIGNMENT 1: CLASS PARTICIPATION, 100 POINTS, 15% OF THE FINAL GRADE

Evaluated throughout the course; self-evaluation due week 4

Participation is demonstration of social work values and ethics: practicing self-reflection, asking critical questions, engaging in challenging

conversations, and sharing your knowledge, with humility. In this course, your participation is included as a course assignment and percentage of your final grade. The participation rubric at the end of the syllabus details the expectations for your attendance, preparation, social work ethics and professionalism in the learning community, and curricular contributions.

Participation is broadly defined. At a minimum, it means that readings, asynchronous content, and assignments are completed by their assigned due date and time. Participation also includes asking questions, applying course concepts, contributing to the learning of others, participating in role-playing, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the instructor, and utilizing individual meetings with your instructor when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Any exercise not listed in the course assignments list below is considered a part of your participation grade. You are also expected to actively participate in small group work to complete tasks in a timely manner. Your contributions in the live sessions should focus on relevant course concepts and professional practice experiences.

During week 4, you will complete a self-evaluation assignment assessing your participation in the course to date. The assignment includes responses to each of the four components of the rubric: attendance, preparation, social work ethics and professionalism in the learning community, and curricular contributions. Your instructor will provide feedback on this assignment, including their observations.

ASSIGNMENT 2: ORGANIZATIONAL ASSESSMENT (WEEKLY RESPONSE), 350 POINTS TOTAL (50 POINTS PER WEEKLY RESPONSE), 35% OF THE FINAL GRADE, DUE WEEKLY, 72 HOURS AFTER WEEKLY LIVE SESSION

During weeks 1-7, you will complete weekly questions to guide your assessment of an organization. You are to choose an organization that you are familiar with; this could be your current field placement or a place of employment. Preferably, this will be a human services organization. Discuss with your instructor if you have difficulty identifying an organization.

Through interviews, observations, and experience, students are to conduct an organizational assessment. The purpose of this assignment is to assess the student's ability to apply course readings and discussions to a functioning organization. Students are encouraged to think critically about and demonstrate a clear understanding of the organization, its structure, and its interactions with the community.

Responses should not exceed one half to one full page per question (250–500 words). You will submit the weekly questions via 2DU, and your instructor will review your responses and provide feedback throughout the quarter. Be sure to name your organization in each weekly response so that your instructor can keep track.

Question 1: Organizational Description

Gather and review basic data from your organization about the populations served, problems addressed, and arena in which it functions (micro, mezzo, or macro).

1. **Write** a 250–500 word summary that includes all of the following:
 - Identify the populations served.
 - Identify the problems addressed.
 - Describe the primary arena (micro, mezzo, or macro) in which the organization functions, using examples of the services offered.
 - Describe organization's mission, values, and primary funding structure/sources.
 - Describe how macro social-work-practice principles or concepts are reflected in your organization, focusing on the organizational values of social change as described by Kivel (2000).
 - Cite at least:
 - One reference from the Dr. East video titled "What is macro practice?" **OR** one reference from the Netting et al. (2012) chapter **AND**;
 - One reference from the Kivel (2000) article.

Question 2: Power in Organizations

1. **Review** your organization's organizational chart.
2. **Write** a 250–500 word summary that includes the following:
 - Describe the structure of your organization and use the power cube framework to identify the spaces, levels, and forms of power within the organization.
 - Address the ways in which the formal structures of the organization do or do not differ from actual operation. For example, how does the actual day-to-day operation differ from what is described in your organizational chart of roles and functions? Does your organization have a hierarchical organizational chart, but do your managers tend to share power in decision-making? Or, conversely, does your organization have a non-hierarchical structure but still rely on a few individuals to make the decisions?
 - Describe your experience of power as an intern within the organizational structure, using either Foucault's framework or the power-dependence theory (choose one). Be sure to cite the source you apply to your experience.

Question 3: Globalization and Organizations

1. **Review** sources from the globalization module/class that relate to the population served or services provided by your organization. You are looking for ways your organization is connected to the global community or processes involved in globalization. Sometimes these may not be obvious and may be experienced in more nuanced ways.
2. **Write** a 250–500 word summary. For full credit you must address all of the following:
 - Describe how your organization is or could be affected by globalization processes. For example, consider the ways in which immigration patterns have changed or might change your service population or the ways in which global health trends have changed your practices.
 - Cite one reference from the **Hussey (2008)** article to support your position
 - Cite one reference from the Brecher, Costello, & Smith (2000) reading to support your position.

Question 4: Macro/Community Theory Application

1. **Gather** information on one intervention provided by your organization (this could be a direct service program or a macro intervention such as advocacy, training, or community development).
2. **Consider** which theoretical perspective (from class) your organization seems to be employing based on how they are addressing the targeted problem.
3. **Write** a 250–500 word summary which includes all of the following:
 - Describe the theoretical perspective you are using.
 - Describe how the components are illustrated, using examples from your organization’s intervention or service.
 - Conclude by identifying what the theoretical perspective might overlook.
 - Cite at least one reference from the theoretical content (class).
 - Find an additional supporting reference (external).

Question 5: Macro/Community Model of Change Application

1. **Think about** how your organization interacts with the community.
2. **Write** a 250–500 word summary. For full credit you must address all of the following:
 - Describe the model of community change that your organization seems to most heavily rely upon.
 - Give an example of something your organization has done that points to this model.
 - Choose an alternate model of community change (from those we have covered in class) that would result in a different approach.
 - Describe how your organization might do things differently if it employed this alternate model.
 - Cite one reference from the Models of Community Change article.

Question 6: Using Data and Community Input

1. **Ask** for a copy of the strategic plan and/or annual report from your organization.
2. **Examine** the use of data to drive planning within your organization.
3. **Create** a bulleted list of the different *types* and *sources* of data being used to prioritize problems, select interventions, and evaluate efforts.
4. **Write** a 250–500 word critique that includes the following:

- Describe the extent to which your organization uses data, and identify at least two sources of relevant data they have not considered.
- Refer back to the power cube video from Week 2 and describe how the levels, forms, and spaces of power are represented in the organizational evaluation.
- Describe the tensions between assessing community using a particular mode and attempting to act in solidarity.
- Conclude by describing the extent to which community members, constituents, and employees participate in these efforts, keeping in mind how the levels, forms, and spaces of power are involved in the evaluation process.
- Include at least one reference from the online videos and links provided in your course.

Question 7: Organizational Culture

1. **Pretend** you have never heard of your organization before and are visiting for the first time.
2. **Write** a 250–500 word summary. For full credit you must address all of the following:
 - Describe the culture of your organization from the perspective of an outsider, noting at least two specific behaviors and artifacts that illustrate the organization’s values and goals. For example: “Each provider works in a separate room and keeps their door shut when not coming in or out, suggesting that privacy is valued over transparency” or “Hot water and tea is always available to clients and community members, suggesting there’s a desire to provide a welcoming and tranquil environment.”
 - Identify at least one strength and one weakness of your organization’s culture.
 - Describe the ways your organization manifests and/or responds to aspects of white supremacy culture as described by Jones and Okun (2001). (Provide one citation of the Jones and Okun article.)
 - What are the tensions related to funding and the ethics of social work services to community?
 - Conclude by describing how your organization’s culture does or does not align with your own cultural values as a professional social worker.

ASSIGNMENT 3: COMMUNITY ASSET MAPPING, 1775 POINTS, 50% TOTAL OF FINAL GRADE. THIS PROJECT INCLUDES: 1) A GROUP PAPER, 2) INDIVIDUAL REFLECTION, AND 3) A DIGITAL PRESENTATION. FINAL PRESENTATION DUE WEEK 9; GROUP AND INDIVIDUAL REFLECTION PAPER DUE WEEK 10

PARTS A–H

As described in the introduction to the course, macro practice is one of the cornerstones of the social work discipline. Your ability to connect individual and community challenges, needs, and strengths to larger systemic processes is what makes your theoretical and practical lenses and skills align with the values and ethics of social work. During Week 1 of the course, your instructor will assign you to a learning collective with whom you will work throughout the quarter. This assignment will provide an opportunity for your learning collective to apply foundational macro theories, models, and skills to your chosen community. This is not meant to be an exploitative exercise and should you choose to engage with a community, it should be in the spirit of reciprocity and transparency. Please contact your professor if you have questions or concerns.

To best support your completion of this project, you will submit the assignment in parts over the quarter. The assignment submission will synthesize your previous work into a full community asset mapping assessment that will be submitted in week 9. You will also have activities throughout the quarter to help you build toward your final paper and presentation synthesis.

Vulnerable and marginalized communities have been studied for years, often at the expense of those who are a part of the community. Historically, anthropologists, sociologists, and others have been known to enter indigenous communities, study them, and write about them with little input from community members (Denzin & Lincoln, 1994). It is important that in this class assignment, we do not exploit the communities we are studying. In fact, we are “taking” from the community, by getting information to do an assignment, and not giving back, in terms of being involved in an ongoing way.

Part A: Identify Community for Assessment, 50 Points, 3% of project grade, due 24 hours after week 3 live session

In weeks 1 and 2, you will be working with your learning collective to brainstorm and identify the community you will focus on for your community asset mapping project. You will also be discussing how you plan to ensure a commitment to non-exploitative processes. For this component of the project, please submit a 250–500 word (1–2 pages) outline of your selected community of focus.

The selected community can be:

- A geographical community that is connected to one of the group members' field agencies or place of employment; or
- A community of interest that must also be connected in some way to at least one of the members of the group; or
- A community based upon a case provided by instructor upon student request.

As this is an outline, you can use bullet points to describe your early ideas and research. Please address the following questions:

Identify your topic area of interest. Remember to answer the following questions from a macro perspective.

- What are the dimensions of the underlying social condition(s)?
- Who is affected?
- How are they affected?
- How many are affected?

Part B1: Community Background Information, 100 Points, 6% of project grade, due 24 hours after week 4 live session

Meet with your collective and conduct background research, create documentation, and do a synthesis on the community. Submit a 500–1000 word (2–4 page) document summarizing your background research on the community.

For full credit, you must address all of the following:

- Identify your topic area of interest.
- What are the dimensions of the underlying social condition(s)?

- Who is affected?
- How are they affected?
- How many are affected?
- Why is this an important issue for social work macro practice?
- What is your plan for a non-exploitative process of assessment?
- Cite at least one article published in an academic journal.
- Cite at least one website maintained by a government entity.
- Cite at least one website maintained by an interest or advocacy group.

Part B2: Community Background Information Proposal Presentation, 150 Points, 9% of project grade, due during the week 4 live session.

You will use the background research on your topic to create a 5-minute digital presentation for the class, given during the week 4 live session.

The purpose of this presentation is for students to get constructive feedback on the topic they have selected for their final project. Specifically, presenting and discussing in a group allows us to hold each other accountable regarding non-exploitative processes as we assess communities. Each group should present a mini-presentation that hits on the main topic but doesn't address each aspect of the final project outline. They should also prepare one or two questions to present to the class for feedback on their proposed project.

1. Meet with your collective and conduct background research, create documentation, and do a synthesis on the community.
2. Present your mini-presentation during the week 4 live session.

For full credit, you must address all of the following in your brief presentation:

- Identify your topic area of interest.
- Who is affected?
- How are they affected?
- What are the underlying community/macro social condition(s) affecting the topic or people?
- Pose one or two questions to the class on anything for which you would like feedback.

Part C: Community Assessment and Analysis, 200 Points, 12% of project grade, due 24 hours after the week 6 live session

Contact your collective to analyze the community, using the concepts of community theory and available data to understand the community. Submit a 1000–2000 (4–6 pages) word analysis paper. For full credit, you must include all of the following:

- Apply a theory to the community (choose one of the four theories we explored in more depth in class: systems, power/dependency, ecological, historical trauma).
- Briefly describe the theory.
- Describe how the theory explains the conditions or circumstances of the community and/or perhaps the decisions or changes that the community is implementing. Be sure to give concrete examples to illustrate your points.
- Apply a model of change, or a blend of the models you think most apply (choose of the four models of change we explored in more depth in class: social planning, social action, locality development, transformative).
- Briefly describe the core tenets of the model(s).
- Describe how the model(s) describe the community's approach to leveraging strengths and addressing issues. Be sure to give concrete examples to illustrate your points.

Part D: Power Analysis, 50 Points, 3% of project grade, due 24 hours after the week 7 live session

Meet with your collective to conduct a power analysis of your community. Write a 250–500 word (1–2 pages) summary. For full credit, you must address all of the following questions regarding power, which you learned in week 2:

- Who has power in the community? (E.g., Who holds formal roles? Informal roles?)
- Who likely has the least power in the community?
- How is this community portrayed in the media?
- What resources are not in the community?
- What institutions outside the community boundaries likely have an impact on the community?
- Considering that, as social workers, we have power, what do you need to consider in both engaging with as well as leaving this community?

Part E: Community Asset Mapping, 200 Points, 12% of project grade, due 24 hours after the week 8 live session

Community asset mapping looks at what a community has to offer, rather than its existing problems. For example, instead of asking routine questions about drop-out or crime rates, you ask about community successes, or “hope stories,” as Kretzmann and McKnight call them. Asset-mappers examine a community’s six categories of assets:

1. Talents and skills of people
2. Community volunteer groups and networks
3. Government and non-government organizations
4. Physical assets: land, property, buildings, equipment, buses, trains
5. Economic assets: production of people, consumer spending, business assets
6. Stories: heritage and local/cultural values and identity, formulated around appreciative inquiry

In your collective, examine the six domains of analysis described above. In some communities, not all of the domains will be applicable. If that is the case, please contact your instructor to determine how to identify and address the most relevant domains for your project.

Submit a 1,000–2,000 word (4–6 pages) summary. For full credit, you must include relevant domains from the list above. Please note that this is not an exhaustive list of domains. Some domains may not be relevant to your specific community. You are encouraged to add something relevant to your topic that may not be on the list.

Part F: Final Community Asset Mapping Group Paper, 500 Points, 26% of project grade, due 24 hours after the week 10 live session

Using feedback from your previous submissions (parts A–E), edit and synthesize your paper into a cohesive document. You should include an introductory paragraph as well as a conclusion, in addition to the components you have already completed. See below for review of the criteria for each section. Your paper should be approximately 3000–5000 words (12–14 pages, excluding references).

The paper should contain the following sections:

Syllabus, SOWK 4007

Background and Information

In the world of community/macro practice, you often need to research, document, and synthesize data and information as a basis for assessment.

Specific questions to address are:

- What are the dimensions of the underlying social condition(s)? Who is affected? How are they affected? How many are affected?
- How reliable is the information on the condition(s)? What are the sources of uncertainty?

Pay attention to the reliability of your information sources. How are you judging the reliability, potential political bias, and completeness of information? How certain are the empirical claims? What are the sources of uncertainty?

You should collect information from the following sources:

- At least three articles published in an academic journal
- At least one website maintained by a government entity
- At least one website maintained by an interest or advocacy group

Asset-mapping

Community asset mapping looks at what a community has to offer, rather than its existing problems. For example, instead of asking routine questions about drop-out or crime rates, you ask about community successes, or “hope stories,” as Kretzmann and McKnight call them.

Asset-mappers examine a community’s six categories of assets:

1. Talents and skills of people
2. Community volunteer groups and networks
3. Government and non-government organizations
4. Physical assets: land, property, buildings, equipment, buses, trains
5. Economic assets: production of people, consumer spending, business assets
6. Stories: heritage and local/cultural values and identity, formulated around appreciative inquiry

Theoretical application

1. Apply a theory to the community (choose one of the five theories we explored in more depth in class: systems, power/dependency, ecological, historical trauma, traditional ecological knowledge).
 - a. Briefly describe the theory.
 - b. How does the theory explain the conditions/circumstances of the community and/or perhaps the decisions/changes that the community is implementing? Be sure to give concrete examples to illustrate your points.
2. Apply a model of change, or a blend of the models you think most apply (choose one of the four models of change we explored in more depth in class: social planning, social action, locality development, transformative).
 - a. Briefly describe the core tenets of the model(s).
 - b. How does the model(s) describe the community's approach to leveraging strengths and addressing issues? Be sure to give concrete examples to illustrate your points.

Power Analysis

1. Who has power in community (formal roles/informal roles)?
2. Who likely has the least power in the community?
3. How is this community portrayed in the media?
4. What resources are not in the community?
5. What institutions outside the community boundaries likely have an impact on the community?
6. Considering that, as social workers, we have power, what do you need to consider in both engaging and leaving this community?

Part G: Individual Reflection Paper, 75 Points, 4% of project grade, due 24 hours after the week 10 live session

Submit a 500–750 word (2–3 page) individual paper that includes the following:

- Provide a critical analysis of your group’s work as a team, using class material, theoretical concepts, and literature for support.
- Identify a moment when you felt challenged or struggled with the group process. How did you get through it? What skills did you use from your emerging social work practice? What lessons did you learn?
- In your team, you decided as a group on an intervention and/or model based on your analysis of the community. As you move into future social work, you may have the opportunity to do further work using one or more of the community practice models (social planning, community development, social action, or locality development). Reflect on:
 - The model(s) of community practice that you could most see yourself practicing and a rationale for your choice.
 - Discussion of personal and professional values as related to your choice.
 - Experiences, insights, and/or questions that you may continue to explore about your own cross-cultural understanding and responsibility for future community engagement in your practice.

Part H: Final Presentation, 450 Points, 25% of project grade, due 36 hours before the week 9 live session

As a result of your team’s analysis of the community, select a community issue for action. Ideally, the issue should be of significance to the community, although without a more in-depth assessment that would occur if you were working in the community, you may be making an educated guess. Or—maybe you can highlight how the community is already mobilizing itself.

The final product of your team’s work will be represented in the creation of a 15–20 minute digital media presentation that will be recorded and uploaded to the learning platform. (If you have other ideas for presentation format, please contact instructor for approval.) Your presentation will be shared with the class during week 9. You’ll also be watching the presentations of your

classmates, and you'll provide feedback during the week 9 live session.

I encourage you to use your group paper as the outline for your presentation, but also consider how you can creatively convey your work to a broad audience. Ask yourself this: **What is the story you want to tell, and how do you want to tell it?**

REQUIRED USE OF THE PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, 6TH EDITION

Effective written communication is essential for social work practice. Written work for this course must meet generally accepted standards for graduate social work education. Your instructor will define requirements for adherence to the Publication Manual of the American Psychological Association, 6th Edition, including title page format, running heads, margins, heading levels, citations, and references. You are encouraged to review the Student Orientation unit on APA Skills, Writing, and Research.

RESEARCH AND INFORMATION LITERACY GUIDANCE

The following research guides and/or databases within the [University of Denver Libraries](#) are most relevant to course assignments. This is a beginning list of relevant databases.

Databases:

- Social Services Abstracts
- Web of Science
- PsycInfo
- Ebscohost
- PubMed

Journals:

- Journal of Community Practice
- Journal of Community Psychology
- American Journal of Community Psychology
- Journal of Urban Affairs

- Social Work Research
- Journal of Social Work Education
- Social Work Research
- Affilia

COURSE CALENDAR

WEEK 1: INTRODUCTION TO COMMUNITY/MACRO PRACTICE IN SOCIAL WORK

Weekly Learning Objectives

- Articulate a basic definition of macro practice.
- Articulate connections between levels of practice.
- Students will have clear and concrete class expectations for themselves, their peers, and the professor.

Readings

- Netting, F., Ketter, P., McMurtry, S., & Thomas, M. (2012). *Introduction to Macro Social Work Practice*. (pp. 5-9) Upper Saddle River, NJ: Pearson Education, Inc.
- Kivel, P. (2000). Social service or social change? Who benefits from your work. Retrieved from <https://wiki.uiowa.edu/download/attachments/31756797/SocialServiceOrSocialChangeKivel.pdf>.

Assignments due this week:

- Organizational Assessment Question 1, due 72 hours after live session, 50 points

WEEK 2: UNDERSTANDING POWER

Weekly Learning Objectives

- Articulate complexities of power in social problems.
- Apply theories of power to internship or organization of interest.
- Understand how social work is implicated in power dynamics and inequity.

Readings

- Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2004). Theory-based, model-based community practice. In *Community practice: Theories and skills for social workers* (2nd ed.) (pp. 39-42). New York, NY: Syllabus, SOWK 4007

Oxford University Press.

- Molm, L. D. (2007). Power-dependence theory. In *The blackwell encyclopedia of sociology*.
- Gaventa, J. (2003). Foucault, power is everywhere. Retrieved from <https://www.powercube.net/other-forms-of-power/foucault-power-is-everywhere>.
- Alexander, M. (2010). The new Jim Crow: How mass incarceration turns people of color into permanent second-class citizens. *The American Prospect*, December 6, 2010. Retrieved from <http://prospect.org/article/new-jim-crow-0>.
- Read the 13th Amendment of the US Constitution. Access at <https://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>.

Assignments Due this Week

- Organizational Assessment Question 2, due 72 hours after live session, 50 points

WEEK 3: GLOBALIZATION AND SOCIAL WORK PRACTICE

Weekly Learning Objectives

- Learn and critique definitions of globalization.
- Apply concepts associated with globalization to social work practice.

Readings

- Explore the Globalization 101 website, including sections human rights, impacts of globalization on human rights and other sections you find interesting. Access at <http://www.globalization101.org/what-is-globalization>.
- Hussey (2008). *Globalization & communities—student practitioner essay*
- Brecher, J., Costello, T., & Smith, B. (2000). Globalization and its specter. In *Globalization from below: The power of solidarity* (pp. 1-17). Cambridge, MA: South End Press.

Assignments Due this Week

- Organizational Assessment Question 3, due 72 hours after live session, 50 points
- Assignment 3, Part A, Identify Community for Assessment, due 24 hours after live session, 50 points

WEEK 4: FOUNDATIONAL MACRO THEORIES FOR SOCIAL WORK PRACTICE

Weekly Learning Objectives

- Define key components of the four foundational theories.
- Apply macro theory to your practice: systems, ecological, power/dependency, historical trauma, and traditional ecological knowledge.

Readings

- Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2004). Theory-based, model-based community practice. In *Community practice: Theories and skills for social workers* (2nd ed.) (pp. 33-35, 39-42, 47). New York, NY: Oxford University Press.
- Evans-Campbell, T. (2008). A historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. *Journal of Interpersonal Violence, 23*(3), 316-338.
- Find a more recent article that expands on the early iterations of ecological systems theory or systems theory (your instructor will assign you one of the theories). Come to the live session prepared to discuss what you have learned beyond the foundational concepts.

Assignments Due this Week

- Organizational Assessment Question 4—Globalization and Organizations, due 72 hours after live session, 50 points
- Assignment 3, Part B1, Community Background Information, due 24 hours after live session, 100 points

- Assignment 3, Part B2, Identify Community for Assessment, Proposal Presentation, due during week 4 live session, 150 points

WEEK 5: MODELS OF COMMUNITY PRACTICE FOR COMMUNITY CHANGE

Weekly Learning Objectives

1. Define key components of the four foundational models of community change (social planning, social change, locality development, transformative).
2. Apply the models of community change to a current issue or movement and to your organization.

Readings

- Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2004). Theory-based, model-based community practice. In *Community practice: Theories and skills for social workers* (2nd ed.) (pp. 52-56). New York, NY: Oxford University Press.
- Models of Community Practice handout
- Your instructor will assign you one of the models of social change to apply to an issue. You should locate one or two articles that expand on the model as you apply it to your case study.

Assignments Due this Week

- Organizational Assessment Question 5, due 72 hours after live session, 50 points

WEEK 6: USING DATA TO ASSESS COMMUNITIES AND ORGANIZATIONS

Weekly Learning Objectives

- Identify key skills for utilizing data in community/organizational assessment.
- Identify and articulate what a community/organizational assessment includes.
- Apply grassroots approaches to assessment (tools that are accessible and responsive to community).
- Consider the strengths and challenges of the notion of allyship.

Readings

- Kretzmann, J., & McKnight, J.P. (1996). Assets-based community development. *National Civic Review*, 85(4), 23-29.
- Tervalon, M., & Murray-García, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125.
- McKenzie (2015). How to tell the difference between real solidarity and “ally theater.” Access at <http://www.blackgirldangerous.com/2015/11/ally-theater>.

Assignments Due this Week

- Organizational Assessment Question 6, due 72 hours after live session, 50 points
- Assignment 3, Part C, Community Assessment and Theory/Model Analysis, due 24 hours after live session, 200 points

WEEK 7: ORGANIZATIONAL STRUCTURE, FUNCTION, AND CULTURE

Weekly Learning Objectives

- Gain a foundational understanding of organizations and organizational roles in social work practice.
- Consider the strengths and challenges of inter-organizational social work practice.

Readings

- Furman, R. & Gibelman, M. (2013). Getting to know the human service organization. *Navigating human service organizations* (3rd ed.) (pp. 1-21). Chicago, IL: Lyceum Books, Inc.
- Jones, K., & Okun, T. (2001). White supremacy culture. *Dismantling racism: A workbook for social change groups*. Retrieved from http://www.cswsworkshop.org/PARC_site_B/dr-culture.html

Assignments Due this Week

- Organizational Assessment Question 7, due 72 hours after live session, 50 points
- Assignment 3, Part D, Power Analysis, due 24 hours after live session, 50 points

WEEK 8: YOU AND YOUR ORGANIZATION, CULTURE, AND WORK

Weekly Learning Objectives

- Conduct an initial organizational culture assessment on your placement.
- Apply self-reflection to develop a foundational understanding of self in relation to your work environment.

Readings

- REVIEW Kretzmann, J., & McKnight, J.P. (1996). Assets-based community development. *National Civic Review*, 85(4), 23-29.

- McKnight & Kretzmann, *Mapping Community Capacity*.
*Review these readings with a critical lens, considering how language reflects power.

Assignments Due this Week

- Assignment 3, Part E, Community Asset Mapping, due 24 hours after live session, 200 points

WEEK 9: COMMUNITY ASSET MAPPING FINAL PROJECT

Weekly Learning Objectives

- Create a media presentation synthesizing what you learned about your community, integrating course content.

Readings

- No new readings this week

Assignments Due this Week

- Assignment 3, Part H, Final Presentation, due 36 hours before the Week 9 live session, 450 points

WEEK 10: PUTTING IT ALL TOGETHER

Weekly Learning Objectives

- Write a final paper synthesizing what you learned about your community throughout the quarter.
- Reflect on your experiences with your collective on the community asset mapping assignment.
- Review course content across all sessions.

Readings

- No new readings this week

Assignments Due this Week

- Assignment 3, Part F, Final Community Asset Mapping Paper, due 24 hours after live session, 500 points
- Assignment 3, Part G, Individual Reflection Paper, due 24 hours after live session, 75 points

ATTENDANCE

GSSW Attendance Policy

Attendance is a matter of professional behavior. Students are expected to attend all meetings of a class, including completion of activities and assignments, and the scheduled hours for field instruction, for which they are registered. Participation in official University activities, personal emergencies, and major religious observances are all valid reasons for absence. A single missed session or lateness due to illness or personal/family emergency generally does not affect a student's grade. However, multiple absences, missed assignments, and/or repeated late submissions are detrimental to the continuity of the learning process and the learning community. Given the DU quarter system, as a general rule in this class, a second absence or the equivalent of not participating in two weeks of the course, will result in the reduction of points from the final grade. Multiple tardies also will result in a loss of points from the final course grade. More than two absences (whatever the reason) may result in no credit, or a failing grade, for this class. It is the responsibility of the student to check with the instructor regarding any absence from class and to make arrangements regarding the work missed. The responsibility for completing all work in the course rests with the student.

GSSW POLICY ON CRITICAL INCIDENTS

In the event of a critical incident (which we define as a disaster or major event impacting the MSW@Denver community), the following policies are in place regarding live session attendance and assignments. Please reach out to the lead instructor for this course if you have any questions. If you need non-academic support, please contact your student support advisor, who can help connect you to available resources.

LIVE SESSIONS

We understand that critical incidents may impact students ability to attend live sessions. If you are impacted by a critical incident, we ask that you resume attending classes when possible, as determined by medical approval or the availability of necessary space and technology (e.g., safe physical space, internet, or phone service). Live session recordings may be available for missed course meetings.

ASSIGNMENTS

Students impacted by critical incidents may be granted an extension on work that is due during that time period. Lead faculty and section instructors will work together to determine an extended timeline when needed. This timeline may not go beyond the date that grades are due for the quarter. If an incident occurs close to the end of the term such that the deadline may need to be extended beyond the end of that quarter, students may be granted an incomplete so that they may have additional time to make up this work.

GRADING

Excellent Work

Excellent work is work that is above course expectations. Grades in the 94 to 100 range constitute an A, which translates to a 4.0 GPA. Grades in the 91 to 93 range constitutes an A-minus, which translates to a 3.7 GPA.

GOOD WORK

Good work is work that meets course expectations. Grades in the 88 to 90 range constitute a B-plus, which translates to a 3.3 GPA. Grades in the 84 to 87 range constitute a B, which translates to a 3.0 GPA. Grades in the 81 to 83 range constitute a B-minus, which translates to a 2.7 GPA.

POOR WORK

Poor work is work that meets minimal course expectations. Grades in the 78 to 80 range constitute a C-plus, which translates to a 2.3 GPA. Grades in the 74 to 77 range constitute a C, which translates to a 2.0 GPA. Grades in the 71 to 73 range constitute a C-minus, which translates to a 1.7 GPA.

FAILING WORK

Grades in the 0 to 70 range constitute an F, which translates to a 0.0 GPA.

INCOMPLETE

An incomplete (I) may be issued per the policy outlined in the MSW Student Handbook.

ACADEMIC AND ETHICAL MISCONDUCT

You are expected to adhere to the NASW Code of Ethics, GSSW's Academic and Professional Standards of Performance, the criteria for student evaluation and review found in the MSW Handbook, and the University's rules concerning academic misconduct, found in the University's Honor Code.

The University's definition of Academic Misconduct includes, but is not limited to:

- Plagiarism, including any representation of another's work or ideas as one's own in academic and educational submissions.
- Cheating, including any actual or attempted use of resources prohibited by the instructor(s) or those that a reasonable person would consider inappropriate under the circumstances for academic submissions, and/or any actual or attempted effort to assist another student in cheating.
- Double submission, including any submission of an academic work for more than one course without expressed permission.
- Fabrication, including any falsification or creation of data, research, or resources, to support academic submissions.

Assignments will be reviewed for plagiarism using a variety of submission tools, including, but not limited to, Turnitin. Turnitin is an originality checking and plagiarism prevention service which exists within each course to determine if Academic Misconduct may have occurred.

If Academic Misconduct is determined to have occurred, the following academic actions may be taken by the professor:

- Failure of the assignment
- Failure of the course
- Referral to GSSW Associate Dean of Academic Affairs for Student Review (see MSW Handbook)

Any form of Academic Misconduct will be taken seriously and referred to the University's [Office of Student Conduct](#).

COURSE EVALUATION

Students receive a mid-quarter survey, end-of-term survey and course evaluation for each course. Please respond to each evaluation and provide feedback regarding your experiences and learning in the course and program.

GSSW AND DU POLICIES

Please refer to the current MSW Student Handbook for further details regarding the following policies:

POLICY CONCERNING STUDENTS WITH DISABILITIES

Students who have disabilities or medical conditions and want to request accommodations should contact the Disability Services Program (DSP); 303.871.2372/ 2278. Information is also available online at the [DSP website](#); see Handbook for Students with Disabilities. Please note that academic accommodations cannot be applied retroactively, so it is important for you to register with DSP as soon as possible if you think you may need accommodations at some point while at GSSW. You are also encouraged to contact the Director of Student and Career Development for GSSW students for more information.

POLICY CONCERNING RELIGIOUS ACCOMMODATIONS

Please visit [DU's Religious and Spiritual Life website](#) for more information about excused absences for religious observance. Students who miss more

than two class sessions may not be allowed to pass that course. It is the responsibility of the student to check with the instructor regarding any absence from class and to make arrangements regarding the work missed. The responsibility for completing all work in the course rests with the student.

NAME AND PRONOUN USE

Course rosters are provided to the instructor with the student's legal name. The instructor will gladly honor your request to address you by an alternate name or gender pronoun. Please advise your instructor of this preference early in the quarter so that they may make appropriate changes to language use.

USE OF TECHNOLOGY

GSSW supports the use of technology for learning and advancing knowledge while at the same time respecting the classroom environment. To create and maintain an optimal learning environment, we ask that students use technology appropriately. During live sessions, work on laptops, cell phones, and other devices that is not related to the course can disrupt fellow students and negatively hinder shared learning.

BIBLIOGRAPHY

Alexander, M. (2010). The new Jim Crow: How mass incarceration turns people of color into permanent second-class citizens. *The American Prospect*, December 6, 2010. Retrieved from <http://prospect.org/article/new-jim-crow-0>.

Brecher, J., Costello, T., & Smith, B. (2000). Globalization and its specter. *Globalization from below: The power of solidarity* (pp. 1-17). Cambridge, MA: South End Press.

Evans-Campbell, T. (2008). A historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. *Journal of Interpersonal Violence*, 23(3), 316-338.

- Furman, R. & Gibelman, M. (2013). Getting to know the human service organization. In *Navigating human service organizations* (3rd ed.) (pp. 1-21). Chicago, IL: Lyceum Books, Inc.
- Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2004). Theory-based, model-based community practice. In *Community practice: Theories and skills for social workers* (2nd ed.) (pp. 33-60). New York, NY: Oxford University Press.
- Hardina, D. (2002). Theoretical frameworks for practice. In *Analytic skills for community organization practice* (pp. 44-64). New York, NY: Columbia University Press.
- Hardina, D. (2002). Practice models: Linking theory with action. In *Analytic skills for community organization practice* (pp. 65-87). New York, NY: Columbia University Press.
- Hardina, D. (2013). Using dialogue, story-telling, and structured group work techniques to identify community problems. In *Interpersonal social work skills for community practice* (pp. 97-123). New York, NY: Springer.
- Hardina, D., Middleton, J., Montana, S. & Simpson, R.A. (2007). Theories for organizational management: Toward the development of an empowering approach. In *An empowering approach to managing social service organizations* (pp. 19-45). New York, NY: Springer.
- Hogg, M. A., & Levine, J. M. (2010). *Encyclopedia of Group Processes and Intergroup Relations*. New Delhi: SAGE Publications, Inc.
- Jones, K., & Okun, T. (2001). White supremacy culture. In *Dismantling racism: A workbook for social change groups*. Retrieved from http://www.cswsworkshop.org/PARC_site_B/dr-culture.html
- Kivel, P. (2000). Social service or social change? Who benefits from your work. Retrieved from <https://wiki.uiowa.edu/download/attachments/31756797/SocialServiceOrSocialChangeKivel.pdf>.

- Kretzmann, J., & McKnight, J.P. (1996). Assets-based community development. *National Civic Review*, 85(4), 23-29.
- Molm, L. D. (2007). Power-dependence theory. *The blackwell encyclopedia of sociology*.
- Netting, F., Ketter, P., McMurtry, S., & Thomas, M. (2012). An introduction to macro practice in social work. In *Social work macro practice* (pp. 2-31). Upper Saddle River, NJ: Pearson Education, Inc.
- Netting, F., Ketter, P., McMurtry, S., & Thomas, M. (2012). Assessing human service organizations. *Social work macro practice* (pp. 253-297). Upper Saddle River, NJ: Pearson Education, Inc.
- Tervalon, M., & Murray-García, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125.

PARTICIPATION RUBRIC FOR LIVE SESSIONS

DIMENSION	SATISFACTORY	DEVELOPING	LIMITED PROGRESS	Total Points
Attendance (10%)	The student has addressed all of the following items related to attendance in the live session (2 points each): <ul style="list-style-type: none"> Arrived on time Attended the full session Kept webcam on throughout the session Paid attention throughout the session Maintained a distraction free environment 	The student only partially addressed the criteria related to attendance in the live session (Deduct 2 points for each item not addressed): <ul style="list-style-type: none"> Arrived on time Attended the full session Kept webcam on throughout the session Paid attention throughout the session Maintained a distraction free environment 	The student failed to address any of the following items related to attendance in the live session (0 points): <ul style="list-style-type: none"> Arrived on time Attended the full session Kept webcam on throughout the session Paid attention throughout the session Maintained a distraction free environment 	10
Preparation (30%)	The student has addressed all of the following items related to preparation for the live session (10 points each): <ul style="list-style-type: none"> Completed all asynchronous course materials and learning activities Submitted the assignments at least 24 hours before the live session Addressed all criteria defined in the assessment of assignments 	The student only partially addressed the criteria related to preparation for the live session (Deduct 10 points for each item not addressed): <ul style="list-style-type: none"> Completed all asynchronous course materials and learning activities Submitted the assignments at least 24 hours before the live session Addressed all criteria defined in the assessment of assignments 	The student failed to address the criteria related to preparation for the live session (0 points): <ul style="list-style-type: none"> Completed all asynchronous course materials and learning activities Submitted the assignments at least 24 hours before the live session Addressed all criteria defined in the assessment of assignments 	30
Social Work Ethics and Professionalism in the Learning Community (30%)	The student has addressed at least three of the following items related to the development of a professional social work identity (30 points if three criteria have been met): <ul style="list-style-type: none"> Demonstrate professional demeanor in behavior, appearance, and communication styles (e.g., oral, written, electronic, etc.) Handled different perspectives in a professional manner Balanced own contributions and engagement with the learning community Provided professional feedback Indicated willingness to receive feedback 	The student only partially addressed three of the criteria related to the development of a professional social work identity. (Deduct 10 points if only two criteria have been met. Deduct 20 points if only one criterion has been met): <ul style="list-style-type: none"> Demonstrate professional demeanor in behavior, appearance, and communication styles (e.g., oral, written, electronic, etc.) Handled different perspectives in a professional manner Balanced own contributions and engagement with the learning community Provided professional feedback 	The student failed to address any of the criteria related to the development of a professional social work identity (0 points): <ul style="list-style-type: none"> Demonstrate professional demeanor in behavior, appearance, and communication styles (e.g., oral, written, electronic, etc.) Handled different perspectives in a professional manner Balanced own contributions and engagement with the learning community Provided professional feedback Indicated willingness to receive feedback Maintained the ethics of confidentiality 	30

Syllabus, SOWK 4007

	<ul style="list-style-type: none"> Maintained the ethics of confidentiality regarding classroom discussions and activities [If applicable] Used technologies and/or social media, meeting the ethical standards of the profession 	<ul style="list-style-type: none"> Indicated willingness to receive feedback Maintained the ethics of confidentiality regarding classroom discussions and activities [If applicable] Used technologies and/or social media, meeting the ethical standards of the profession 	<ul style="list-style-type: none"> regarding classroom discussions and activities [If applicable] Used technologies and/or social media, meeting the ethical standards of the profession 	
Curricular Contributions (30%)	<p>The student has addressed all of the following items related to curricular contributions within the learning community (10 points each):</p> <ul style="list-style-type: none"> Actively participated in class discussions, activities, and/or small group exercises, both verbally and non-verbally Synthesized new course content with evidence-based conclusions and/or professional experiences Share comments that advance or contribute depth to the conversation 	<p>The student only partially addressed the criteria related to curricular contributions within the learning community (Deduct 10 points out of 30 for each item not addressed):</p> <ul style="list-style-type: none"> Actively participated in class discussions, activities, and/or small group exercises, both verbally and non-verbally Synthesized new course content with evidence-based conclusions and/or professional experiences Share comments that advance or contribute depth to the conversation 	<p>The student failed to address any of the criteria related to curricular contributions within the learning community (0 points):</p> <ul style="list-style-type: none"> Actively participated in class discussions, activities, and/or small group exercises, both verbally and non-verbally Synthesized new course content with evidence-based conclusions and/or professional experiences Share comments that advance or contribute depth to the conversation 	30