FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM
SEMESTER: SPRING 2014

I. LOCATOR INFORMATION:

Instructor:
Course Number and Name: SWRK 570-01 Intervention with Groups, Communities and Organizations
Semester Hour of Credit: 3 semester hours
Day/Time Class Meets:
Email:
Building:
Office Phone:
Fax:
Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

Social work practice with small groups, communities, and organizations are emphasized. Group membership, group goals and culture, group development stages, leadership roles and decision-making processes are explored. Theories and strategies for community and community organization development are examined. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation.
III. DISABLED STUDENT SERVICES:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTS


V. SUPPLEMENTAL TEXTS


VI. COURSE OBJECTIVES

After completing this course, the student will:

1. Demonstrate practice skills in working with small groups, communities, and organizations (mezzo and macro skills).

2. Demonstrate knowledge of the process of community based planning, governance, and residence participation

3. Be knowledgeable of group membership, group goals and culture, group development stages, leadership roles and the decision-making process.

4. Demonstrate an understanding of how micro and mezzo skills can be applied to macro practice situations.

5. Understand the step-by-step framework for thinking about and initiating macro change in communities and organizations.

6. Demonstrate knowledge of organizational and community theories.
7. Demonstrate skills in thinking critically, recognizing implications, identifying assumptions, analyzing, and evaluating questions fundamental to communities and organizational matters.

8. Identify ethical conduct, understand value assumptions and resolve ethical dilemmas encountered by social workers in working with groups, communities and organizations.

9. Be familiar with working with the media, government bureaucracy, using new technological advances, fund-raising, grant writing, working within court settings, evaluating macro practice effectiveness, resolve ethical dilemmas in macro contexts, advocating for populations-at-risk and managing time and stress within macro environment.

10. Demonstrate the use of communication skills and reasoning within divergent points of view in pursuing macro intervention process (or in working with communities and organizational).

11. Understand the role of power and politics in organizations and communities.

12. Understand how to function within the organizational structure and know that engagement is the first step in planned change process.

13. Demonstrate skills in program development for the rural, urban and military populations-at-risk.

14. Understand the use of appropriate supervision.

15. Apply the dimensions of critical thinking in any range of subjects related to community and organizational matters.

VII. COURSE OUTLINE WITH READING ASSIGNMENTS

Course schedule may change and additional readings may be assigned. Any additional readings will be on reserve at the library, blackboard or online.

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<tr>
<th>Sessions</th>
<th>Topic</th>
<th>Course Objectives</th>
<th>Activities &amp; Additional Readings</th>
<th>Outcome Measures</th>
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<tr>
<td>Session 1</td>
<td>Course Introductions Syllabus Review</td>
<td>Obj. 1, 5,7,8, 9, 10</td>
<td>Questions regarding assignments and course expectations</td>
<td>Classroom discussion, class participation, experiential exercises, papers</td>
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<tr>
<td>Session 2</td>
<td>Overview of Macro Social Work Practice &amp; Making Social Change</td>
<td>Objs. 1-14</td>
<td>Brueggemann Chapters 1 and 2</td>
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<tr>
<td>Session</td>
<td>Topic</td>
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<tr>
<td>Session 3</td>
<td>Social Problems: The Challenge of Macro Social Work</td>
<td>Obj. 1-14</td>
<td>Brueggemann Chapter 3 and 4</td>
<td>participation, guest speakers, experiential exercises, &amp; papers</td>
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<tr>
<td></td>
<td>Rational Problem Solving and Social Thinking.</td>
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<td>classroom discussion, class participation, group work, experiential exercises, papers</td>
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<td></td>
<td>Leadership: The Hallmark of Macro Social Work</td>
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<td>Session 4</td>
<td>Introduction, Theories and Historical Development of Group Work</td>
<td>Obj. 1-15</td>
<td>Toseland &amp; Rivas Chapters 1 &amp; 2</td>
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<td></td>
<td>Group Dynamics and the Planning Process</td>
<td>Obj. 1, 3, 4, 8, 9, 10, 12, 13, &amp; 14</td>
<td>Toseland &amp; Rivas Chapter 3 &amp; 5</td>
<td>classroom discussion, class participation, experiential exercises, papers</td>
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<td>Session 5</td>
<td>Multiculturalism &amp; Group Work</td>
<td>Obj. 1, 2, 3, 8, 9, 10, 11, 14</td>
<td>To Be Assigned</td>
<td>classroom discussion, class participation, group work, experiential exercises, papers, presentations</td>
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<td>The Ending Phase</td>
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<td>Session 6</td>
<td>Community and the practice of planning</td>
<td>Obj 1-14</td>
<td>Brueggemann Chapters 5, 6,</td>
<td>classroom discussion, class participation, experiential exercises, papers, presentations</td>
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<tr>
<td></td>
<td>Social work practice with community development and organizations</td>
<td>Obj. 1, 2, 3, 8, 9, 10, 11, 14</td>
<td>Brueggemann Chapters 7,8</td>
<td>classroom discussion, class participation, experiential exercises, papers, presentations</td>
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<td>SPRING BREAK</td>
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<tr>
<td>Session</td>
<td>Title</td>
<td>Objectives</td>
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<td>9</td>
<td>Social Organizations</td>
<td>Objs. 1, 2, 3, 8, 9, 10, 11, 14</td>
<td>Chapters 9</td>
<td>classroom discussion, class participation, presentations, experiential exercises, papers</td>
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<td>9</td>
<td>Social Work Practice and Program Development Within Organizations</td>
<td>Objs. 1, 2, 4, 5, 7, 8, 10, 11, 12</td>
<td>Chapters 10</td>
<td>classroom discussion, class participation, presentations, experiential exercises, papers</td>
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<tr>
<td>11</td>
<td>Social Work Practice and Social Work Administration</td>
<td>Objs. 1, 2, 3, 8, 9, 10, 11, 14</td>
<td>Chapter 11</td>
<td>classroom discussion, class participation, presentations, group work, experiential exercises, papers</td>
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<tr>
<td>12</td>
<td>Social Work Practice and Organizational Development Within Organizations</td>
<td>Objs. 1, 2, 3, 4, 5, 6, 7, 11, 12, &amp; 14</td>
<td>Chapter 12</td>
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<tr>
<td>13</td>
<td>Social Work Policy Advocacy</td>
<td>Objs. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
<td>Chapter 13</td>
<td>classroom discussion, group work, class participation, presentations, experiential exercises, papers</td>
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<tr>
<td>14</td>
<td>Social Work and Social Movements</td>
<td>Objs. 1, 2, 3, 8, 9, 10, 11, 14</td>
<td>Chapters 14</td>
<td>classroom discussion, class participation presentations, experiential exercises, papers</td>
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<tr>
<td>15</td>
<td>Social Work at the global level</td>
<td>Objs. 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12,</td>
<td>Chapters 15</td>
<td>classroom discussion, class participation,</td>
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</tbody>
</table>
VIII. ASSIGNMENTS

- **Group Proposal: (15pts)**: This assignment will require the student to develop a group proposal. The group proposal should clarify the rationale for the group, take into consideration its potential members, the group as a whole, the sponsoring organization, worker activities, and the meeting environment. It is a preliminary plan that sorts out the direction the group will take and a rational format for reaching the leader’s goals for the group. Detailed instructions are attached.

- **Macro Practice Issue paper Parts I & II (20pts, 25pts)**: This paper will help to facilitate your understanding of macro issues that are relevant to current social work practice. Community and organizations have needs that affect its day to day operation and the clients they serve. Your task for this assignment is to identify an issue in your current field placement that you have particular interest in (e.g. youth violence, homelessness, elder abuse, family support, educational services). The issue you choose is not unique to your community or organization, therefore a brief literature review of no less than 8 citations will be required. Detailed instructions are attached.

- **Community Organizational Project (25pts)**: This assignment will require students to work in a small group and prepare a report on a community organization action system currently underway in Fayetteville or a community close to students. Detailed instructions are attached.

- **Participation, Preparation and Attendance (15pts)**: The remaining 15 points will consist of responsible class participation and attendance; specifically:
  
  - Class participation in meaningful discussions of the material. The material includes lectures, all readings and examples from your placement experiences as appropriate. Required reading should be read before each class. For some this means actively participating by speaking up by adding comments and raising questions and for others it means being sensitive and allowing others to contribute to the discussion. Quizzes on the assigned readings will be random thought out the course.
• Active participation in guided group exercises designed to develop practice skills. This involves positive contributions to the group process.

• Attendance that parallels behavior expected at your field placement and in professional practice is required. Since a practice class cannot be mastered through reading and written assignments alone, practicing concepts in the class through role playing, and processing these experiences in discussions with classmates are important ways to integrate course content. Students are expected to attend all classes. Any MSW student who is absent from 3 class sessions, whether “excused” or “unexcused,” for any reason will meet with the instructor and their final grade will be lowered by one grade.

IX. CLASS POLICIES:

Academic Integrity, Plagiarism and Honor Code:

Academic integrity is of central importance in the university community and involves committed allegiance to the values, the principles, and the code of behavior held to be central in that community. Integrity concerns honesty and implies being truthful, fair, and free from lies, fraud, and deceit. The University policy regarding plagiarism is strictly followed. The Student Honor Code is in effect in this course. Students who cheat on exams and/or assignments, or commit plagiarism, will receive a grade of zero (0) for the work on which the offense was committed. The maximum penalty is failure of the course. Students in the class who are aware of academic dishonesty on the part of classmates are expected to inform the instructor. Academic dishonesty is contrary to the ethics of the social work profession. It is also unfair to other students, and will not be tolerated in any form (see MSW Handbook).

Course Expectations:

This is a graduate class and students will be expected to maintain a high level of advanced reading and active participation. Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time. Students are expected to do assigned readings prior to class in order to enable them to participate in classroom discussions. It is expected that all students will participate in classroom discussions, and experiential exercises.

Attendance Policy:

All social work courses are preparation for professional practice. This means that excessive absences, tardiness and early departures will not be tolerated any more than
such behaviors would be tolerated in the employment world. Regular and punctual class attendance and participation is expected and is an integral part of this course. The Social Work Program feels learning cannot take place unless the student is present during class meetings. One must recognize that commitment to a goal (in this case, learning) is important. Attending all classes constitutes a commitment to learning. Students are expected to attend class, arrive to class on time and to stay for the duration of the class. *Absences beyond (3) three may result in a letter grade reduction.*

**Late Assignment Policy:**

It is important that students manage the multiple demands of graduate work. It is expected that all assignments will be submitted on the day they are due. Change in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment. Late assignments will result in a deduction of **points** for each day it is late. **No assignment will be accepted 7 days after the due date.** Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date.

**Writing Style Designated for Papers:**

All written assignments should follow the latest edition of American Psychological Association (APA) format. It is your responsibility to access the latest manual for this style of writing. Please use a cover sheet for all papers and staple them, no folders or covers. **Please use headings and subheadings for all papers. The APA style of writing is required for all social work courses. Written work must show thoroughness, clarity, and professionalism. This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected.** Papers should be free of errors in spelling, grammar and punctuation and must be typed, doubled-spaced, with pages numbered and a titled page. Papers written from sources must include citations following the APA style of writing in the *Publication Manual of the American Psychological Association (6th edition).* **Suggest the use of the writing center in the Chick Building, or Smart Thinking, if necessary.** All papers must also meet the following standards:

- **Structure:** identifiable introduction, purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.
- **Content:** significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style.
- **Presentation or style:** correct voice, person, and variety in sentence structure as appropriate.
- **Mechanics:** correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made w/ computer or typewriter.
• **Format:** All papers must be double-spaced. Font size should be 12. Papers should have a cover sheet with name, title of paper, course number and name, date and instructor’s name.

• With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

**Electronic Equipment:**

Please set mobile phones and pagers to vibrate so that they may not interfere with the classroom environment. If you must take/make a call please excuse yourself from class. **Please no in and outs to take calls. Please refrain from engaging in text messaging during class.** Laptop computers are permitted if used for class note taking. Students found to be texting or using computers for e-mail, web browsing, or other non-class related purposes will be prohibited from using computers/electronic devices in class.

**Blackboard:**

This is the primary means of communication between students and the professor. **It is important that you check your blackboard account on a tri-weekly basis** for class updates, additional instructions for class, class cancellations, and any other information that is important that must be communicated to the class.

**Academic Support Resources:**

The University College Learning Center is open for computer use. The center is located in the Helen T. Chick Building. Students can use Smart Thinking and the University Writing Center in the Chick Building for assistance with writing and are encouraged to do, if needed. For additional information on these resources please contact them at 910-672-1864.

**FSU Policy on Disruptive Behavior in the Classroom:**

The *Code of the University of North Carolina* (of which FSU is a constituent institution)

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and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

**X. SELECTED INTERNET RESOURCES:**

National Association of Social Workers: [http://www.socialworkers.org](http://www.socialworkers.org)
Parliamentary Procedures: www.parli.com
State Policy: [www.statepolicy.org](http://www.statepolicy.org)
FSU Blackboard: [http://blackboard.uncfsu.edu](http://blackboard.uncfsu.edu)
Other selected websites are located on Blackboard.

**XI. EVALUATION CRITERIA**

Final grades will be based on the following points:

- Individual Group Proposal....................................................... 15 points
- Macro Practice Issue Paper Part I........................................ 20 points
- Macro Practice Issue Paper Part II........................................ 25 points
Community Organizational Project……………………. 25 points
Class Participation/Attendance…………………………. 15 points
(Includes in-class presentations, quizzes, assignments)

TOTAL .................................................. 100 points

Duplicating Assignments

Work must be original to the assignment of this course and must not be replicated from or to another course assignment.

Under no circumstances will a student be allowed to turn in identical papers to different professors in the Social Work Department or to use any type of commercial service to prepare their assignments.

For example, a student cannot use a term paper or revise a term paper that he or she wrote for Policy for a term paper assigned for this class. A grade of “0” will be assigned the duplicated or revised term paper.

There are instances when a similar or identical topic, theme, issues, population, problem, or method is examined in the course assignments for two or more courses. If similar topics, etc., are used, the paper or assignment has to be distinctively different from assignments in other courses on the same topic or subject. The student has to obtain the written consent or approval of both or more instructors (in the case of more than two instructors) before the assignment is turned in. Instructors are under no obligation to provide their consent.

Course Expectations

Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have an e-mail address. Cellular phones and beepers must be on vibrate or placed in the off position. If there is an emergency and you will need to have your phone on, please contact the instructor in advance. Blue tooth devices are not allowed in the classroom. Pagers, radios, mp3 players, and similar electronic devices must be turned off. ACCORDING TO UNIVERSITY POLICY VISITORS AND CHILDREN ARE NOT ALLOWED IN CLASS.

University Grading Scale:
A 100-90 Exceptionally high
B 89-80 Good
C 79-70 Satisfactory
Below 70 Failing

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below.

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<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 Hours attempted and earned</td>
<td>4 per credit hour;</td>
<td>Exceptionally high</td>
</tr>
<tr>
<td>B</td>
<td>89-80 Hours attempted and earned</td>
<td>3 per credit hour</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>79-70 Hours attempted and earned</td>
<td>2 per credit hour</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>F</td>
<td>Below 70 Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing</td>
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REVISION OF GRADES – STUDENT RESPONSIBILITIES
NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

➢ INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)
INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

NEW FINAL GRADE:

FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals.

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

XII. ACCESSING THE WEB ENHANCED COURSE ON BLACKBOARD

Students enrolled in SWRK 570-01 Social Work with Groups, Communities & Organizations during the semester will have access to this web-enhanced course on Blackboard. Students will have access to syllabus, handouts and related websites.

XIII. TEACHING STRATEGIES

Teaching strategies will include a lecture, multi-media presentations, computer applications, classroom discussions, group work, classroom exercises, Blackboard, and student presentations.
Assignment #1: Group Proposal (15 pts)

This assignment will require the students to develop a proposal for a group. The group proposal should clarify the rationale for the group; take into consideration its potential members, the group as a whole, the sponsoring organization, social worker activities, and the meeting environment. It is a preliminary plan that sorts out the direction the group will take and a rational format for reaching the leader’s goals for the group.

The following outline is designed to assist you in planning a successful group. Answer all of the questions as specifically as you can. Integrate course readings and discussions.

1. Describe the type of group you are forming.
2. Why is there a need for this group?
3. What is the goal (purpose) of the group” (By the end of the group, what will the members have achieved? How will this be measured?)
4. Discuss the criteria for the group and selection process. (referrals, voluntary, involuntary)
5. How many members will be in group?
6. What will the composition of the group be?
   - Age and sex of members
   - Social/emotional level and capacity of members
   - Behavior patterns relevant to members
7. Describe and discuss the screening and/or orientation process.
8. How will members be prepared for the group experience?
9. What topics will be explored?
10. What do you expect to be the characteristics of various stages of the group? What might the problems be at each stage, and how will you cope with them?
11. How will you handle any risks for group members that might exist? How will you prepare group members for these risks?
12. Role and function of the Social Worker
13. What will the structure of the group be?
   - Number of meetings’
   - Frequency of meetings
   - Length of meetings
   - Location of meetings (include room structure and considerations)
   - Size of group
14. Therapeutic technique/approach along with strengths and challenges of this technique.
15. What will the general pattern of the meetings be? Examples include:
   a. How will you open the group
   b. How will topics for discussion be generated.
   c. How will ground rules and agreements be established?
• Confidentiality, reports to referring agency (Probation, DCFS, treatment team)
• Attendance
• Food
• Smoking
• Conflict resolution

16. Describe any activity along with the rationale for using the activity.
17. Are there agency or organizational policies that will affect the groups’ development?
18. What key people need to be contacted for approval, advice, support, and so forth?
19. Describe the process that will be used to evaluate the group.

Assignment #2: Macro Practice Issue Paper, Pt. I (20 pts.)

Identify a social welfare issue that affects children, youth and/or families within your community. Choose an issue that you have a particular interest in (e.g. youth violence, homelessness, elder abuse, domestic violence, immigration, gangs, educational services, etc).

Utilization of current (within last 10 years) texts and professional journals will be required as you respond to the questions below. You must use at least 8 peer review journal articles in this assignment. Be sure to address relevant factors of race, class, ethnicity, SES, gender, sexual orientation, age, disability, and other factors related to social justice as you analyze the issue. Websites can only be used for statistical data.

1. **Problem Statement** - Begin your paper with a clear, one sentence problem statement that describes the issue of concern. Please be as specific as possible. This should include identification of the problem, population and arena.

2. **Brief Elaboration** – After the problem statement, write about 1 paragraph that elaborates, in more detail, the description of the problem and your reason(s) for why this is a problem within your community.

3. **Description of the Community** – This should include:
   A. Location
1) Boundaries
2) Relationship to other communities

B. Population Characteristics / Demographics
   1) Size
   2) Age Distribution
   3) Gender Distribution
   4) Racial/Ethnic Distribution
   5) Religious Distribution
   6) Other diversity (sexual orientation, disability, political affiliation, etc.)

C. Income / Socioeconomic Status
   1) Subgroups (women, minorities, etc.)
   2) Income levels
   3) Education levels

D. Housing
   1) Types
   2) Condition
   3) Availability
   4) Cost

E. Recreational and Cultural Systems
   1) Types
   2) Availability and Access
   3) Quality

F. Commerce and Industry
   1) Major employers and industries
   2) Unemployment rates (by gender, race/ethnicity, age, etc.)

G. Religion/Churches/Synagogues/Mosques/Temples/Other spiritual institutions
   1) Role and influence in community

H. Government Type
   1) City manager
   2) Mayor
   3) City council
   4) Influential political system in power

4. **Description of the Problem:** using peer review journal articles and local data (if available through community agencies or other sources, e.g., websites), give:
   A. **Description:** Give a description of the identified problem and how it is reflected specifically within your community. This will expand on your brief elaboration above. Use specific data or statistics as available.
   B. **Potential Causal factors and contributing factors:** (grounded in the literature).
5. **History of the problem:** Origin and Evolution over Time (specific to your community)

6. **Impact of Problem on Community:** In your discussion re: the impact of the problem, address the following:

   A. Describe how populations, as well as your specific community are affected. Use literature and local data if available. Considerations re: impact may include individuals, families, communities, resources, community reputation, tourism, economy, etc.
   
   B. Identify key informants utilized to understand the impact

7. **Identify a Responding Agency:** Identify an agency within your community that is in some way addressing this problem. Briefly Describe:

   A. What services, resources and/or interventions are being utilized by agency
   
   B. Assessment of response effectiveness (be sure to include what evidence you based your assessment on?)

Length of Paper should be 8 – 10 pages maximum (not including the cover page or references). APA format should be followed. Paper must be typed, with standard size font, 1 inch margins and stapled. Please utilize headings for each section you are addressing.

**Assignment #3: Macro Practice Issue Paper, Part II (25 pts.)**

**Framework for Developing an Intervention at the Macro Level**

As social workers, we are often in the position to identify problems or issues that exist within our community that are not being addressed or are not being addressed adequately due to any number of reasons. Social Work practice at the macro level allows us to not only identify and address issues that affect organizations and/or communities, but also often requires us to partner with others as we attempt to ameliorate or resolve the identified problem or issue.
This assignment will build on the Macro Practice Paper (assignment #2) where you identified a problem within your community. With this assignment you will utilize the following framework to develop an intervention.

Based on the problem you previously identified within your community:

Task 1: Develop the Intervention Hypothesis
   A. Refine the Working Hypothesis of Etiology
   B. Refine the Working Intervention Hypothesis

Task 2: Define Participants
   Identify the following:
   - The Initiator System
   - The Change Agent System
   - The Client System
   - The Support System
   - The Controlling System
   - The Host and Implementing System
   - The Target System
   - The Action System

Task 3: Examine System Capacity for Change
   A. Assess openness and commitment to change
   B. Determine availability of resources to sustain the change effort
   C. Identify outside opposition to change
   D. What might be the “costs” to doing nothing?

Task 4: Select a Change Approach
   Select a policy, program, project, personnel or practice approach – what approach (or combination of approaches) is most likely to achieve the desired change?

Length of Paper should be 6 – 9 pages maximum, not including cover page or any references. APA format should be followed. Paper must be typed, with standard
During the course of the semester, the class will work in small groups to develop a feasible plan for a community project addressing an identified agency. The students will develop a portfolio that will include a mission statement, governance structure, service delivery plan, budget, marketing plan, fund raising plan, organizational chart, staffing plan, and pay plan. The class will present to the instructor and discuss the outcomes of their project toward the end of the semester. Some class time will be given for class/group meetings but the majority of the work will be done outside class time.

*This course outline is subject to modifications and the class will be notified.*