SCWK 647-63
ADVANCED GENERALIST PRACTICE II: ENGAGEMENT AND ASSESSMENT WITH COMM. & ORG.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2011</th>
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<tbody>
<tr>
<td>Day/Time</td>
<td>Wednesday 4:45 p.m. to 7:30 p.m.</td>
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<tr>
<td>Location</td>
<td>Wilmington Campus 621 Market St, Room 112</td>
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<tr>
<td>Professor</td>
<td>James H. Sills, Jr. PhD</td>
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<td><a href="mailto:jsills@verizon.net">jsills@verizon.net</a></td>
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<tr>
<td>Office Hours</td>
<td>By appointment</td>
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**COURSE CREDITS:** Three (3) Semester Hours

**PREREQUISITE(S):** Foundation Year Graduate Students

**COURSE DESCRIPTION:**

This is the second of a four part advanced generalist practice sequence. It is a required second year course that builds on the vertical integration of Generalist Practice I & II and the other across the curriculum foundation content areas that include human behavior and social environment, policy, research, and field. The course focuses on the engagement and assessment phases of the planned change process in and with communities and organizations, and is designed to develop advanced knowledge and skills for advanced generalist practice at the micro and mezzo levels. The course focuses on effective models for engaging communities and organizations as a necessary step for assessing needs and problems that are impediments to community well-being and the effective administration and management of human service organizations. Reflecting the program’s underpinnings — a Black perspective for social work practice, empowerment, the strengths perspective, the rural perspective and the global perspective — the course gives special attention the significance of such factors as ethnicity, culture, class, and community values when assisting communities and organizations that are experiencing complex, difficulty needs and problems. The grade “B” must be earned in this course. Students enrolled in this course must be also enrolled in the appropriate second year field instruction course.
COURSE RATIONALE:

It has been determined by the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) that social workers who plan to practice as Advanced Generalists need special training in critical thinking and practitioner skills in order to effect social change in large organizations and in the broader community. This course is designed to help achieve those goals. This course will provide the students the opportunity to revisit, learn from, and be inspired by the history of social work community organization activities of the early 1930’s --- a period during which social workers were more known to be community leaders and advocates for social issues such as improved housing, social justice, and environmental conditions for immigrants who had moved to many of our American cities at that time.

REQUIRED TEXTS:

Generalist Practice with Organizations & Communities. Author: Kirst-Ashman 5th edition, 2012

BLACKBOARD AND ELECTRONIC RESERVES:
Supplemental readings will also be available on the DSU Library’s Electronic Reserves [ERes].

LEARNING OBJECTIVES/CSWE EPAS COMPETENCIES AND PRACTICE BEHAVIORS

The following Learning Objectives/CSWE EPAS Competencies, Practice Behaviors and Department Underpinnings will be assessed in this course, via an Assessment Rubric that is posted on Blackboard. The course will also address three of the Department of Social Work’s underpinnings.

Obj. IV: EP 2.1.4 Students will engage diversity and difference in practice.

KVS: 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.

Practice Behaviors:
Social workers will
PB 14: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

KVS: Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors:
Social workers will
PB 19: Advocate for human rights and social and economic justice.
PB 20: Engage in practices that advance social and economic justice.

Obj. VII: EP 2.1.7 Apply knowledge of human behavior and the social environment.

KVS: Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Obj. IX: EP 2.1.9 Respond to contexts that shape practice.

KVS: Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behaviors:
Social workers will:
PB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Advanced Practice Behaviors:

Social workers will
PB 47: Develop and implement an advocacy agenda for policy and/or service change to advance human rights and social and economic justice.
PB 48: Conduct a qualitative and/or quantitative research project and write a report.
PB 50: Critique and reconstruct models of policy analysis.
PB 51: Provide leadership in promoting sustainable changes in service delivery at the micro, mezzo, and macro levels.

Department of Social Work Underpinnings:

1. Strengths Perspective
2. Empowerment Perspective  
3. A Black Perspective for social work practice

COURSE REQUIREMENTS:
1. Students are expected to complete all reading before coming to class.  
2. Students will be expected to engage the class in critical analyses and thought provoking discussions during their individual oral presentations.  
3. Written assignments must follow the APA manual and be free of plagiarism.

STUDENTS’ RIGHTS AND RESPONSIBILITIES FOR LEARNING:
Students are able to schedule an appointment with the instructor with prior notice. It is encourage that students provide an active email address to the instructor.

ATTENDANCE POLICY:  
Students are strongly encouraged to attend all classes and will be graded for in-class participation.

STATEMENT ON EQUAL OPPORTUNITY
Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX
Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388.
AA/EO GRIEVANCE PROCEDURES are available online at http://www.desu.edu (2008-2009 Undergraduate Student Handbook, p. 2)

AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.

Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-6388. (2008-2009 Undergraduate Student Handbook, p. 9)

HONESTY POLICY
Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (2008-2009 Undergraduate Student Handbook, p. 20)

POLICY ON INCOMPLETE GRADES:
According to University policy, a grade of “I” (incomplete) will be given when the course work is incomplete due to reasons clearly beyond the control of the student. The unfinished work must be completed by the end of the first six (6) weeks of the student’s next semester in attendance or the “I” grade is changed to “F”.

COURSE GRADING
Course grading will be based on required student classroom participation/discussion; performance in student group research/field work projects, and performance on the final take-home exam. Important to note is that students are expected to give reference evidence of having done their course reading in the submittal of their final take home exams.

COURSE ASSIGNMENT WEIGHTS:
1. Classroom participation----------up to 15%
2. Research/field performance--------up to 35%
3. Final take home exam---------------up to 50%
   Total = 100%
UNIVERSITY GRADING SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
<td>Excellent, perfect / without error, clear, readily understandable</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
<td>Extremely well done –errors do not detract from clarity</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
<td>Well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
<td>Good: errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td>0 – 59</td>
<td>F</td>
<td>Acceptable, but with major errors and lacks clarity</td>
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ASSESSMENT RUBRIC CRITERIA:

The Assessment Criteria for measuring the Learning Objectives/EP Competencies, Practice Behaviors and Department of Social Work Underpinnings are:

1. **Advanced**- Students demonstrated an *outstanding* understanding, *clear* recognition and *sound* application of all dimensions of this practice behavior or underpinning.

2. **Proficient**- Students demonstrated an *acceptable* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

3. **Satisfactory**- Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

4. **Unsatisfactory**- Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

COURSE OUTLINE

Unit I-August 31st
- Introduction; review of course schedules/topics; review of student course expectations; review of special student research/field work projects, and review of university/faculty grading procedures.

Unit II-September 7th
Kirsh-Ashman & Hall-Chapter 1 & 2 Obj IV/EP 2.1.4, 2.1.5, 2.1.7

Topics: The State of America’s *Economic Inequality* and The State of Professional Social Work
To what extent is America’s economic inequality real and present? What population groups are most affected? What are some causative factors? Is America pluralism present and operative? Is anything new or different about the social work profession as we have become part of the “New
Millennium?

Supplemental Readings:

Unit III—September 14th
Kirsh-Ashman & Hall-Chapters 1 & 11 Obj IV/EP 2.1.4, 2.1.5

Topic: Historical Development of Generalist Macro Practice and the three major Community Organization (interventionist) Strategies.

What is the relevant history and definition of Community Organization (CO) strategies? What values and philosophies should social work Generalists bring to their practice? What CO approaches is most applicable to implementing the often mentioned concept of “It takes a Village to Raise a Child”? Are social workers wary of the Social Action CO strategy? And if so, what are the implications for the future of social work profession? How can one key aspect of stated social work professional standards having to do with “advocating for social and economic justice” be more fully implemented?

Supplemental Readings:
- The Professional Altruist-The Emergence of Social Work as a Career, 1965, by Roy Lubove. See chapters 1 & 6
- The Professions in America, edited by Kenneth S. Lynn, 1970 See pp 1-34.

Unit IV—September 21st
Kirsh-Ashman & Hall-Chapter 11 Obj IV/EP 2.1.4, 2.1.5, 2.1.7

Topic: Guest Speakers

Nnamdi Chukwuocha, MSW – Associate Director of the Kingswood Community Center, CO and agency administration experiences as the being located in the the northeast low income area

Harmon Carey, MSW- as the Executive Director of The African American Historical Society---his CO experiences have been less focused on traditional social and welfare issues, and more about CO experiences in the establishment of projects/programs about African American historical preservation and advancement
Perceptions of the growth and development of the social work profession, presenters will share their experiences from generalist practitioners to advanced generalist practitioners and their aspirations for social work leadership and advocacy on social and economic justice. In addition, speakers will share their unmet social work challenges in terms of clientele credibility and social work professional standards. Speakers will also share their past and present community organization (CO) practitioner experiences.

Unit V-September 28th

Topic: The Organization as a Client-with the use of the “Prepare Model” for Decision Making Change

Which of the prevailing theories of organizations are more relevant to large human service institutions? Why are they relevant? What are the suggested organizational conditions for (a) enhancing human service client empowerment, and (b) embracing social worker practitioner tips for minimizing the rigidity and structure of bureaucracies? Elaborate on the seven suggested basic “Prepare” steps for effecting organizational “policy” changes.

Supplemental Readings

- “Strategies for Effecting Changes In Human Service Systems” (see reference above), by Bennis, Benne and Chin, 1969

Unit VI-October 5th
Kirsh-Ashman & Hall-Chapters 8 & 9 Obj IV/EP 2.1.4, 2.1.5, 2.1.7

Topic: The Community as a Client

How to identify salient elements of a contemporary urban community, relative to structure, values, practice, etc? How should the often used concept “It Takes a Village to Raise a Child” apply to the meaning and definition of a community? To affect macro level change in a community, what are some essential steps an “advanced generalist practitioner” would need to take?

Supplemental Readings:

- The Life and Death of Great America Cities, by Jane Jacobs, (1961). (note her views on the need for circular housing construction to retain a sense of community and to reduce crime).

Unit VII-October 12th Midterm – See description of assignment on page 11
Kirsh-Ashman & Hall-Chapter 8 & 9 Objs V & VII/EP 2.1.4, EP 2.1.5
Topic: Class guest speaker (TBA) with Community Organization Experience

Unit VIII-October 19th
Kirsh-Ashman & Hall-Chapter 5 & 6 Objs IV & VII/EP 2.1.4 & 2.1.7

What are the key factors in implementing a plan for organizational “policy” change – a plan which had previously progressed through the “PREPARE” assessment steps in Chapter 5? Why is the attainment of “cultural competency” in social work organizations such an important goal? What are the strengths and limitations of a staff social worker serving as the change agent in effecting a major organizational policy change?

Unit IX-October 26th
Kirsh-Ashman & Hall-Chapter 11 EP 2.1.4 & 2.1.7
Topic: Leading in Organizations and Communities

What are some known leadership needs in urban communities and particularly leadership needs in low-income, minority communities? How should leadership be defined and exercised in a cultural atmosphere in which increased attention is being given the concept of self-help, community self-responsibility, community development corporation (CDC) activities? How should social workers seek to exercise more visibility and advocate leadership roles?

Supplemental Readings:
• Reveille For Radicals, by Alinsky, (1969). (see above reference) Note Chapters on “What is a Radical?” and “Where is The Radical Today?”
• Note: The 1987-1993 advocacy experiences of the Delaware Community Reinvestment Action Council (DCRAC) and its successful challenges of bank lending practices in low income areas will be chronicled in class (with newspaper article handouts, and other materials).

Unit X-November 2nd
Kirsh-Ashman & Hall-Chapters 11 Obj IV/EP 2.1.4, 2.1.5, 2.1.7
Topic: Guest Speakers (TBA) to be community activist types.

Unit XI: November 9th
Class will be referred to the University’s Black Board for readings to be assigned.

Unit XII- November 16th
Kirsh-Ashman & Hall-Chapters 11& 9 Obj IV/EP 2.1.4, 2.1.5, 2.1.7
**Topic: Societal and Political Practice**

What should be the links between social work macro practice and societal policy/legislative practice? How and when to work with/influence legislative bodies and governmental leaders? What is the role for the social work professional organizations? As a lobbying group? As a protest/special interest group? How to attain more macro practice partners and collaborators to effect organizational and community change?

**Supplemental Readings:**


**November 23rd**

Pre Thanksgiving Holiday – No Class

**Unit XIII: November 30th**

**Topic:** Guest Speakers (TBA) from the political arena

**Unit XIV: December 7th**

**Topic Special Class Presentations from the three Student Research/field work groups**

**Unit XV: December 14th – Final Project Due – See description of assignment page 11**

Kirsh-Ashman & Hall-Chapters 12 on Ethics and Ethical Dilemmas in Macro Practice.

Obj IV/EP 2.1.4, 2.1.5, 2.1.7

**Topic: Summary Review of course content, with emphasis on the generally unresolved and major ethics and ethical dilemmas in “generalist” macro practice.**

Reflecting on the results of students’ research/field work and from course content/discussions, can we identify and advocate for some new practitioner directions – relative to ethics and ethical dilemmas for “MACRO: practice for individual social workers, and for their social work profession organizations? What to do when employer organizational goals are not fully consistent with the values and ethics of the macro practitioner? What changes might be needed in the NASW Code of Ethics to help minimize existing and potential ethics and ethical issues?

**Supplemental Reading**

ASSIGNMENTS

The purpose of the project is to determine if there is a difference in how social workers and clients perceive the profession of social work. A qualitative research study will be conducted and a report will be written and submitted (PB 48).

The project aims to ascertain how social workers perceive and identify their roles as helping professionals. The project will be carried out by two small groups. One group will interview clients and the other will interview BSW and MSW trained social workers in the field. The goal is to ascertain whether BSW and MSW trained social workers have different experiences and perceptions of their role in the profession, and to determine the degree of difference between the perceptions of clients and professional social workers on the profession of social work.

The midterm project is due on October 12, 2011.

For the midterm, each small group is required to submit: 1) a written statement of purpose and 2) a clear plan on how the project will be carried out. Included should be the various components of the project, how each component will be achieved and the accompanying time line and individuals that are responsible for each component.

Final Qualitative Research Project is due on December 7, 2011.

Each small group must hand in a paper that clearly describes all components of the research project. In addition, each small group must make an oral presentation of the project. The following represent the list of statement/questions that must be incorporated in the project for the small group that will interview professional social workers:

1. Do they have sufficient resources available to conduct their jobs efficiently?
2. What are the various settings that employ social workers?
3. How do other professionals in their work place acknowledge them as professionals?
4. How does the political climate influence their work place functioning?
5. How do they handle the range of challenges they face when serving clients systems?
6. How well prepared do they feel they are to work with clients from diverse backgrounds?
7. To what degree have they been trained to recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the agencies in which they work and the communities that they serve (PB 14)?
8. What do they consider to be the advocacy and leadership roles for social workers?
9. Do they feel adequately trained by their social work programs to advocate for policy and service changes in their agencies (PB 47)? Explain.
10. To what degree have they been trained to provide leadership that will promote changes in practice to improve the quality of social services for clients and communities (PB 28)?
11. Are they currently leading and promoting changes in their agencies to improve the quality of services for their client systems (PB 28)?
12. Do they feel adequately trained by their social work programs to advocate for the advancement of human rights and economic justice (PB 19, 20, & PB 47)? Explain.
13. Do they feel they were adequately prepared by their social work programs to function as generalist and/or advanced generalist practitioners upon graduation?
14. If there are not sufficient resources, what additional competencies should new graduates exhibit for success?
15. To what degree are they given the opportunity to provide leadership to promote sustainable changes in service delivery for their clients/agencies/communities (PB 51)?
16. Are they able to engage in policy analysis in their agencies (PB 50)?
17. Are they able to critique and reconstruct agency policies (PB 50) that can lead to more effective and efficient services for clients?

The above 17 questions must be included in the final list of interview questions. However, the group may develop additional questions if it so desires.

The following questions are for the small group that will be interviewing clients:

1. How long have you been working with a social worker?
2. Do you know if your social worker is professionally trained as a BSW or MSW practitioner?
3. Do you know the difference between a professionally trained social worker and one who is not trained in a school of social work? Explain.
4. Does it matter to you if your social worker is professionally trained as a BSW or MSW practitioner? Explain.
5. Do you believe that your social worker(s) has sufficient resources available to effectively conduct this or her job? Why? Why not?
6. Do you believe your social worker faces challenges that can prevent him or her from effectively serving you and the other clients? Explain.
7. Do you believe that your social worker is prepared to work with clients from diverse backgrounds? Explain.
8. Do you believe that your social worker recognizes the extent to which the culture in America may oppress, marginalize or alienate you (PB 14)? Explain.
9. Do you believe that your social worker recognizes the extent to which the culture in America may enhance privilege and power for some groups over other groups (PB 14)? Explain.
10. In your opinion, does your social worker advocate with and behalf of his or her clients for additional or improved services (PB 47)? Explain.
11. In your opinion, does your social worker advocate for the advancement of human rights and social and economic justice for his or her clients (PB 19, 20, & PB 47)? Explain.
12. Do you believe that your social worker is able to change agency policies that can lead to better services for his or her clients (PB 19, 20, & PB 47)? Explain.

The above 12 questions must be included in the final list of interview questions. However, the group may develop additional questions if it so desires.
References


