Undergraduate social work generalist practice consists of an eclectic knowledge base, professional values (manifested in the NASW Code of Ethics), application of a wide range of skills, ability to work/intervene in various target systems (individual, family/group, organization, community), working in an organizational setting (including supervision), application of professional roles/functions, ability to critically reflect in the practice setting and finally, application of the planned change process (problem solving, systems, strengths perspectives). K. Kirst-Ashman & G. Hull, Generalist Practice with Organizations & Communities. (2002)

Goals of the Social Work Program

1. Prepare students for beginning level generalist practice with individuals, families, small groups, organizations, and communities.
2. Prepare students to practice with diverse populations.
3. Promote professional student identities incorporating social work ethics and values.
4. Prepare students for continued professional growth and development.
5. Understand and apply the knowledge, and skills for professional social work practice.

Program Objectives (using CSWE Foundation Program Objectives,

1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities.
3. Understand and apply social work values and ethics in the context of professional practice.
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision.
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system.
6. Analyze social policies and services effecting clients, social workers, and social agencies.
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice including qualitative and quantitative research methodologies.
8. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations.
9. Apply the strengths perspective when working with individuals, families, small groups, organizations and communities.
10. Apply critical thinking skills when working with individuals, families, small groups, organizations and communities.

1.0 Course Description
This course introduces students to the theory, concepts and practice of basic skills for undergraduate generalist practice with organizations, communities and society. The course stresses the development of basic practice skills and strategies to achieve social change through problem solving. Emphasis is on the ecological approach to organizational improvement and community betterment.

2.0 Objectives: Student will be able to--
Knowledge

Develop an awareness of the historical foundation for social change relative to social work and social welfare.

Develop an understanding of how change occurs in organizations, communities, and society.

Develop an understanding and apply the differing roles used in macro generalist practice.

Develop an understanding of the basic theories, concepts and principles underlying social, organizational and community change and practice.

Develop an understanding of selected models of macro social work practice within context of organizations and communities.
Develop an understanding of different tactics, strategies, and techniques to affect social change in organizations, communities and society.

Develop an understanding of formal organizations, its roles, goals, relationships and interactions.

Develop an understanding of selected aspects of international social work.

Skills

Develop beginning analytic skills in assessing organizations, communities and society.

Develop beginning level of skills in assessing professional practice, service delivery, unethical practices and social inequalities including populations at risk.

Develop minimal skills in working with organizations, communities and society. The development of skills focuses on:

a. Fact-finding and problem solving in the identification of solutions for specific problems and issues.

b. Conflict management.

c. Team building and networking.

d. Systems perspective

Develop a beginning level of skill in assessing how to influence organizations to respond to social and human needs.

Develop a beginning level of skill in changing social policy in generalist macro social work practice with organizations and communities.

Values

Develop an understanding of cultural and human diversity in organizations, communities and society.

Develop an awareness of racial, ethnic, and religious issues in working with community groups.

Develop an awareness of personal and professional values and ethics as they relate to generalist social work practice, particularly in relation to interventions with organizations, communities and society.

Develop an awareness of and commitment to social justice and social change.

3.0 Required Texts


Other materials---you can find practice quizzes online at www.socialwork.wadsworth.com/ashmanhull3

4.0 Course Schedule

<p>| Jan 15 | Overview of course and course requirements. |
| Jan 20 | Introduction to macro social work practice-definition, range of practice, Generalist model of practice (micro, mezzo, macro), problem solving model, systems perspective, knowledge base for macro social work practice, systems (target, change agent, action, professional values and ethics, types of practice skills, working within an organization, use of supervision, macro practice roles, PREPARE (problem solving model) IMAGINE, history of practice with organizations and communities. Read Kirst-Ashman &amp; Hull Chapter 1. Connecting micro and macro knowledge and skills--using both to affect macro change Basic micro skills, communicating in macro contexts, assertiveness, team building, conflict resolution, supervision. Read Kirst-Ashman &amp; Hull Chapter 2 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan 22</td>
<td>Assertiveness lecture</td>
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<tr>
<td></td>
<td>Student Manual; Roles in macro practice—p. 21 (in class exercise)</td>
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<td>A case example--micro, mezzo, macro dimensions. Case: Applying the generalist perspective &amp; discussion. Student Manual—p.16 (in class exercise)</td>
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<tr>
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<td>Conflict resolution continued...lecture</td>
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<td>Analyzing your style, strategies for resolving conflict.</td>
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<td>Student Manual; p.50, in class discussion</td>
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<td></td>
<td>Supervision and its rewards; p. 57, in class discussion</td>
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<td></td>
<td>Connecting mezzo skills to macro practice---lecture</td>
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<td></td>
<td>Networking (definition, types, problems, roles), teams and team building (types, characteristics of effective teams), meetings (planning and conducting), parliamentary procedures, conflict management (sources of conflict, types, strategies). Read Kirst-Ashman &amp; Hull Chapter 3.</td>
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<tr>
<td></td>
<td>Identifying your own networks—Student Manual p. 69</td>
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<tr>
<td>Jan 25</td>
<td>Political and social action with populations-at-risk</td>
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<td>Definition of advocacy, populations at risk, advocacy (concerns, value &amp; limitation of, agency commitment, opportunities, principles, guidelines, tactics). Social action (Alinsky approach, concerns), legal action. Read Kirst-Ashman &amp; Hull Chapter 11.</td>
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<td></td>
<td>Lecture and exercise</td>
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<tr>
<td>Jan 27</td>
<td>Political advocacy—guest Terry Werner</td>
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<td>Jan 29</td>
<td>Testifying before a committee—Exercise</td>
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<td>Feb 3</td>
<td>Organizations: basic information--lecture</td>
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<td>Types of organizations (social entities, goal directed, structured, boundaries), theories (classical, human relations, systems), systems and organizations (theories), management methods, total quality management (nature &amp; scope), bureaucracies (values &amp; social work, patterns), problems in bureaucracies. Read Kirst-Ashman &amp; Hull Chapter 4</td>
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<tr>
<td>Feb 5</td>
<td>Exam</td>
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<tr>
<td>Feb 10</td>
<td>Student presentations; about 6 minutes each—summarize only. Macro Skills Workbook; p. 102. Assessing Organizations from a Systems Perspective. Each student will present his or her findings</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Feb 17</td>
<td>Implementing an organizational change policy&lt;br&gt;Problem-solving model and organizational change, IMAGINE, types of agency policy changes. Read Kirst-Ashman &amp; Hull Chapter 6&lt;br&gt;Identifying client, target and action systems--exercise Student Manual; p. 141, Exercise Identifying Macro Client, Action, Target Systems. Applying IMAGINE to another case. Macro Skills Workbook; p. 132</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Analyzing a culturally competent organization. Student presentation; Use Student Manual--Assessing an Organization’s Cultural Competence, p 149. Apply the outline to your practicum agency. In class discussion Program development--lecture IMAGINE as an organization device for development, PERT &amp; Gannt charts. Read Kirst-Ashman &amp; Hull Chapter 7 Student Manual p. 158 Creative Projects. Come prepared to discuss the case.</td>
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<tr>
<td>Feb 24</td>
<td>Art of negotiation--a mezzo skill for organizational and community change--lecture Game&lt;br&gt;Neighborhoods and communities--lecture&lt;br&gt;Role of social workers (types of activities), definition of community and neighborhood (functions, types), perspectives of community (centralization, concentration, invasion, succession), community resources, community political systems, power in communities, neighborhoods (functions, types, helping networks). Read Kirst-Ashman &amp; Hull Chapter 8</td>
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<tr>
<td>Feb 26</td>
<td>Community organizing&lt;br&gt;Guest speaker from OTOC on organizing and community change. Community change and problem-solving</td>
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### Perspectives on the community (approaches to community change), PREPARE process (force field analysis), IMAGINE process (using social action, confrontation and conflict approaches). Read Kirst-Ashman & Hull Chapter 9.

Applying the PREPARE process to a case exercise
Student Manual—p. 201 Reality Check—Force Field Analysis.

| Mar 3         | Human rights and social change  
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<tr>
<td></td>
<td>Film: America Needs Human Rights</td>
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<td>Introduction to grantwriting</td>
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| Mar 5         | Nature and scope of Internet activism—Using the Internet for change—lecture  
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<tr>
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<td>Lecture and surfing on the net—Online Lecture</td>
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<td>Grant writing continued...</td>
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<tr>
<th>Mar 17</th>
<th>Program evaluation as function of macro practice—lecture—Online lecture</th>
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<td>Definition, purpose, key concepts, problems and barriers, kinds of evaluation, designs, stages (presentation of data). Read Kirst-Ashman &amp; Hull Chapter 10</td>
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| Mar 19        | Grantwriting continued...                                                  |

| Mar 24        | Exam                                                                        |

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<tr>
<th>Mar 31</th>
<th>Values and ethical dilemmas in social work practice</th>
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<td>Personal values, NASW Code of Ethics, types of ethical issues, ethical absolutism vs relativism, addressing ethical dilemmas, ranking ethical principles (Reamer's guide, Loewenberg &amp; Dolgoff's Ethical Principles Screen). Read Kirst-Ashman &amp; Hull Chapter 12</td>
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<tr>
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<td>Lecture</td>
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<td>What would you do exercise?</td>
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| Apr 2         | Legislative Day—everyone must attend.                                      |

| Apr 7         | Empowerment, legislative advocacy (factors affecting, steps). Testifying as a political advocacy skill and exercise |

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<th>Apr 9</th>
<th>Using the media in promoting change and organizational management</th>
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<td>General guidelines for using media, media contacts, giving interviews)</td>
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<td></td>
<td>Read Kirst-Ashman &amp; Hull Chapter 14,</td>
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<td>Lecture and exercise</td>
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| Apr 14        | Using the media to promote change...continued                              |
5.0 **Evaluation**

1. There are three (3) exams—(100 points each). The exams test your knowledge and understanding of the concepts and principles of macro social work practice to that point. The first two exams are in-class objective/case exams.

   The third and final exam is a take-home test (100 points—Note: the final take-home exam is part of the three required above). This exam is a case. You can work on this exam with up to three people. There is only one product handed in with names on it. All persons receive the same grade for the take-home exam/proposal evaluation.

2. Student presentations--assessing student's practicum agency using the systems perspective: 1 presentation @ 50 points= 50 points.
Grading criteria---

   1. Application of concepts/principles/theory to the agency analysis=25 points
   2. Application of critical thinking to the analysis=25 points.

3. Poster/colloquium session: 100 points. The poster session requirements are discussed in class. Full instructions are provided. **Poster session March 26**

**Class policy on attendance**

You are required to be at each scheduled session of the course during the semester. Five (5) points are deducted from the total points for each class session missed. You are allowed to miss two (2) class sessions before initiating the five point deduction protocol.

**Grading**
Grading for the course is based on 450 total points. To obtain a letter grade multiply 93% (A), 87%, (B+), 83%, (B), 77% to the total points awarded etc. The percentage is multiplied times 450 points to obtain the letter grade.

Plagiarism policy. This course uses the policies promulgated in the University and College handbooks and manuals. Please consult these documents for full details at http://puffin.creighton.edu/ccas/FacStaff/polManual/polManual.htm.

Bibliography


Polletta, F. (2002). Freedom is an endless meeting: democracy in American social movements, University of Chicago Press, Chicago


