

**SW# 443: Generalist Practice: Macrointerventions  
3 Semester Hours**

Lewis-Clark State College  
Social Work Program

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Revised: 4/09

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**Mission Statement**

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and a strength's based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

**Note:** Last day to add class(es) or to drop without "W" grade on transcript is 9-4-2009. Last day to withdraw from class(es) or college for the semester is 10-30-2009. Last day to apply for graduation (Spring 2010- all degrees/certificates) is 10-01-09.

**COURSE DESCRIPTION**

The Generalist Approach is continued with emphasis on social work practice with and within organizations and communities. Emphasis is placed on the importance of the many systems affecting large numbers of individuals. Organizational and community structures are examined in order for the beginning practitioner understand and intervene in the agencies and community within which social services are delivered. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 and admission to the social work program.

**I. INTRODUCTION AND OVERVIEW**

This course is one of three generalist practice courses. While building on the Liberal Arts perspective, it introduces students to work with organizations and communities and the interrelationship among individual, group, organizational, community and societal change. This course explores the dynamic relationship between social service and social change by focusing on organizations and communities and the intervention strategies which may promote societal

and economic justice for people at risk. The course will develop skills for working within macro systems in the areas of administration, community organization and social planning.

## **II. PURPOSE OF THE COURSE IN THE CURRICULUM**

Students will gain an understanding and appreciation of the resources available to communities and organizations in planning for social action and societal change as well as empowering organizations and individuals to mutually develop ways to meet diverse needs. The course assumes knowledge of diverse cultures, social conditions and social problems and applies the generalist practice skills of assessing, planning, intervening and evaluating in making social institutions more humane and responsive to human needs.

## **III. PROGRAM GOALS/COURSE OBJECTIVES**

This Course addresses the following Social Work Program Goals:

1. To educate students on the ethical foundation of social work as stated in the NASW Code of Ethics where self reflection of ones own values and the understanding of how they influence relationships are emphasized.
2. To teach generalist practice social work knowledge and skills that prepare students to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice through an understanding of social work history, social welfare policy analysis and development, advocacy, resource development, and other social or political actions that promote social and economic justice
3. Relying on a liberal arts foundation, teach generalist practice social work knowledge and skills that prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
4. Engage and require students to develop, use and critique research for evaluating practice and adding to knowledge base of the profession.
5. Ensure students have learned to develop and apply assessment, intervention, and evaluation skills differentially based on diversity with a strengths-based perspective from an ecological point of view.

### **Course Objectives:**

Upon completion of this course, students should be able to:

1. Identify the changing nature of the historical, cultural and political contexts in macro level practice.
2. Apply a generalist practice model to the culture and behavior of organizations.

3. Demonstrate an understanding of client advocacy knowledge and skills at the Macro level necessary to obtain basic resources for clients and to facilitate client empowerment and social change.
4. Identify the dynamics of change within organizational structures and communities.
5. Recognize the impact of social policy on agencies, workers and populations at risk.
6. Demonstrate an understanding of action models to achieve necessary organizational change.
7. Demonstrate greater awareness of diversity of one's self and others in macro practice (including ethnicity, race, gender, class, culture, age, physical ability, spirituality, and sexual orientation).
8. Describe characteristics of models of locality development, social planning and social action practice variables.
9. Apply the strengths perspective to community and organizational problems, conflicts, competing and diverse interests and ethical dilemmas in achieving necessary organizational change.
10. Identify resources available through research and evaluation to assist communities and organizations in combating causes and effects of institutionalized oppression.

#### **IV. TEXTS AND REQUIRED READING**

##### **REQUIRED:**

1. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C.: Author. **This is required for all social work courses, all sections.**
2. Kirst-Ashman, K.K. & Hull, Jr. G. H. (2009). *Generalist practice with organizations and communities* (4<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

#### **V. TEACHING METHODS/CLASS CLIMATE**

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

*Disabilities:*

The Americans with Disabilities Act of 1990 requires that the College make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, Room 111, Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

*Shared Client And Agency Information:* In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

## **CLASS ASSIGNMENTS AND GRADING PROCEDURES**

1. **Individual Macro paper:** Students will complete one report on a book or 3 peer reviewed journal articles that have been published within the last two years addressing social service organizational behavior, Macro social work practice, social change strategies, advocacy strategies, strategic planning, or other Macro social work practice topics agreed on by the instructor. A list of topical considerations will be made available at the beginning of the semester. Please note that textbooks are not allowed for this assignment. All reference material must be from “peer” reviewed scholarly journals, edited books, official government documents, or reliable agency and organizational reports and documents approved by the instructor. Newspapers, internet sites such as Wikipedia, and non “peer” reviewed reference material will not be accepted for assignments and will be returned to the student without a grade. **(10-12 pages). Due Session 14.**
2. **Macro group project/presentation:** Students will complete a group project identifying a Macro social work practice need for client advocacy and social change, solving operational problems, handling communication and conflict, perspectives on diversity and ethical behavior, supervision and management skills in social service organizations, grant development, organizational leadership, preparing effective proposals, community problem analysis, or other macro social work topics agreed upon by the instructor. The group will develop, create, and present a class presentation using the foundations of current research, generalist social work practice skills, client advocacy skills, and additional macro social work resources; and present their report and findings to the class. A list of topical considerations will be made available at the beginning of the semester. All reference material must be from “peer” reviewed scholarly journals, edited books, official government documents, or reliable agency and organizational reports and documents approved by the instructor. Newspapers, internet sites such as Wikipedia, and non “peer” reviewed reference material will not be accepted for assignments and will be returned to the student without a grade. **Due at the time of presentations at the end of the semester.**
3. **Course readings:** Students are responsible for all assigned readings in the text as well as any additional readings distributed as handouts or on reserve in the LCSC/ Libraries. **(See class schedule).**

4. Course exams: Students will take four exams covering reading assignments and lecture/classroom/ discussions. A list of exams are in the course outline. (**See class schedule**).

<b><u>Grades based on:</u></b>	<b><u># Points Possible</u></b>	<b><u>Course Objectives</u></b>
Individual macro paper	30 points	#10
Macro group project/presentations	30 points	#2, 6, 9, 10
Chapter Exams (10 ea.)	40 points	#1-10
Total Possible Points	100 Points	

### **Grading Scale**

A= 90-100 points

B = 80-89 points

C =70-79 points

D = 60-69 points

F = 59 & Below

### **Deadline for Submission of Class Assignments**

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranges. Faxing class assignments is NOT permitted.
2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests will not be accepted. On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. The grade on the assignment will automatically be reduced by 10% per day.
3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 7 days of the test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no make up work.
4. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.
5. Extra-Credit: This credit, if earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

### **Policy Regarding GPA**

Social work majors must achieve a C- in all required social work courses. In the event that a student does not achieve at least a C- in the course, they will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 Cumulative GPA in social work courses.

### **Policy Regarding Course Incompletes**

Students are expected to complete all work before the final session of the class.

Incompletes are not granted automatically. A grade of "I" may be assigned only in cases

of illness, accident, or other catastrophic occurrence beyond the student's control. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term and to complete, with the instructor, the University required, *Petition for Incomplete Grade*. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the *Petition for Incomplete Grade*, or who fail to complete the required work, will be assigned a grade of "F".

### **Academic Honesty and Plagiarism\*\***

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. The following acts of academic dishonesty are not acceptable:

- **Cheating**: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- **Fabrication**: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism**: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- **Facilitating academic dishonesty**: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**\*\* In addition to action by the professor, all incidents will be reported to Student Affairs.**

### **Professional Writing Standards**

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5<sup>th</sup> Ed.)\*. Additionally, all assignments should be completed in 12 font, Times New Romans style. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors. **Papers turned in that are not in the correct format style and format above\*, will not be accepted for grading.**

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

**Note:** If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

\* Recommended for 140/240/241. Required for all others.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

## VI. TENTATIVE CLASS SCHEDULE

### Course Outline:

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#### **Session 1: 8-25 Note: No class on 8-30: Use as group project library meeting time**

- Topics:** \* Introduction to the class and review of the syllabus **CO#2**  
Introduction to Generalist Practice with Org. & Communities
- Readings:** \* Read Kirst-Ashman & Hull, Introduction & Ch.1-2
- Assignments:** \* Decide on individual and group project topics
- Activity:** \* Lecture & Large Class Discussion

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#### **Session 2: 9-1**

- Topics:** \* Using Micro Skills in the Macro Environment **CO#2,3,4,5,8,9**
- Readings:** \* Read Kirst-Ashman & Hull, Ch.3
- Assignments:** \* Begin working on your individual & group projects
- Activity:** \* Lecture & Large Class Discussion

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#### **Session 3: 9-8**

- Topics:** \* Group Skills for Organizational and Community Change **CO#3,4,5,8,9**
- Readings:** \* Read Kirst-Ashman & Hull, Ch.4
- Assignments:** \* Continue working on your individual & group projects
- Activity:** \* Lecture & Large Class Discussion  
\* **Study for Exam #1**

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#### **Session 4: 9-15**

- Topics:** \* Understanding Organizations **CO#2**
- Readings:** \* Read Kirst-Ashman & Hull, Ch.5
- Assignments:** \* Continue working on your individual & group projects
- Activity:** \* Lecture & Large Class Discussion  
\* **Exam #1: TBD (In-class or Blackboard)**

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#### **Session 5: 9-22**

- Topics:** \* Decision Making for Org. Change **CO#4,2,6**
- Readings:** \* Read Kirst-Ashman & Hull, Chpts.6
- Assignments:** \* Continue working on your individual & group projects
- Activity:** \* Lecture & Large Class Discussion  
\* In-class goals & objectives worksheet

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#### **Session 6: 9-29**

- Topics:** \* Macro Interventions: Changing Agency Policy **CO#4,6**
- Readings:** \* Read Kirst-Ashman & Hull, Chp. 7
- Assignments:** \* **Study for Exam #2**
- Activity:** \* Lecture & Large Class Discussion
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**Session 7: 10-6****Topics:**

\* Project Implementation & Program Planning **CO#2,3,6**

**Readings:**

\* Read Kirst-Ashman & Hull, Chapt.8

**Assignments:**

\* Continue working on your individual & group projects

**Activity:**

\* Lecture & Large Class Discussion

\* **Exam #2: TBD (In-class or Blackboard)**

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**Session 8: 10-13****Topics:**

\* Understanding Neighborhoods/Communities **CO#3,5,9**

**Readings:**

\* Read Kirst-Ashman & Hull, Chapt.9

**Assignments:**

\* Continue working on your individual & group projects

**Activity:**

\* Lecture & Large Class Discussion

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**Session 9: 10-20****Topics:**

\* Macro Practice in Communities **CO#3,5,9**

**Readings:**

\* Read Kirst-Ashman & Hull, Chpt.10

**Assignments:**

\* Continue working on your individual & group projects

**Activity:**

\* Lecture & Large Class Discussion

\* **Study for Exam #3**

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**Session 10: 10-27****Topics:**

\* Evaluating Macro Practice **CO#9,10**

**Readings:**

\* Read Kirst-Ashman & Hull, Chpt.11

**Assignments:**

\* Continue working on your individual & group projects

**Activity:**

\* Lecture & Large Class Discussion

\* **Exam #3: TBD (In-class or Blackboard)**

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**Session 11: 11-3****Topics:**

\* Advocacy & Social Action with Populations at Risk **CO#3-10**

**Readings:**

\* Read Kirst-Ashman & Hull, Chpt.12

**Assignments:**

\* Continue working on your individual & group projects

**Activity:**

\* Lecture & Large Class Discussion

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**Session 12: 11-10****Topics:**

\* Ethics & Ethical Dilemmas in Macro Practice **CO#3-10**

**Readings:**

\* Read Kirst-Ashman & Hull, Chpt.13

**Assignments:**

\* Continue working on your individual & group projects

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**Session 13: 11-17**

- Topics:** \* Working with the Courts/Developing & Managing Resources/Stress & Time Management **CO#1-10**
- Readings:** \* Read Kirst-Ashman & Hull, Chpt. 14-15
- Assignments:** \* Continue working on your individual & group projects
- Activity:** \* Lecture & Large Class Discussion
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**Thanksgiving Break: No Classes: 11-23 to 11-27**

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**Session 14: 12-1**

- Topics:** \* Macro Group Project Presentations **CO#1-10**
- Readings:** \* **Study for exam #4-Week of 12-8 on Blackboard**
- Assignments:** \* **Individual papers due 12-1**
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**Session 15: 12-8**

- Topics:** \* Macro Group Project Presentations **CO#1-10**
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**VII. ATTENDANCE POLICY**

Students are expected to attend all scheduled classes. Those students unable to attend are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and **will** result in the reduction of your final grade by 1 (one) letter grade.

**VIII. FINAL EXAMINATION POLICY**

There is no final examination in this course.

**IX. BIBLIOGRAPHY**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C.

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- Homan, M. (2004). *Promoting Community Change: Making it happen in the real world* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishers.
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- Rivera, F. & Erlich, J. (1995). *Community Organizing in a Diverse Society*. Boston, MA: Allyn and Bacon Publishers.
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- Schaef, A.W. & Fassel, D. (1990). *The Addictive Organization*. San Francisco, CA: Harper and Row.
- Schneider, R.L. & Lester, L. (2001). *Social work advocacy: A new framework for action*. Needham Heights, MA: Allyn and Bacon.
- Zastrow, C (2000). *Introduction to Social Work and Social Welfare*. Pacific Grove, CA: Brooks-Cole Publishers.

#### **Internet References:**

<http://www.lcsc.edu/bchristenson>

A direct link to Dr. Christenson's advocacy, social work practice, and social policy webpage including public and private agencies, government, research, educational, and publication weblinks.