I. Catalogue Description
This course exposes students to the theory and practice of planned change in communities and organizations, and helps them incorporate a generalist model into practice at these levels of intervention.

II. Course Overview
This is a required foundation year MSW course that prepares students for entry-level macro social work practice. Students develop foundational skills in assessment, intervention, and evaluation with groups, organizations, and communities; and in policy construction and implementation. These arenas are viewed as both tools and targets for change efforts. This process is driven by the principles of economic and social justice, multiculturalism, and anti-oppression practice and requires social workers to become critical thinkers and reflective practitioners engaged in and capable of facilitating an action-oriented model that reflects social work’s core values.

III. Competencies & Practice Behaviors Taught in This Course
In order for schools of social work to receive and retain accreditation from the Council on Social Work Education, they must document concretely how their courses advance central learning goals – “competencies” – as well as practice behaviors that reflect those competencies. This table summarizes course learning goals in these specific CSWE terms:

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a professional social worker and conduct oneself accordingly</td>
<td>* Advocate for client access to the services of social work. * Attend to professional roles and boundaries. * Demonstrate professional demeanor in behavior, appearance and communication.</td>
<td>Memos 2 &amp; 3, Memo 3; class group exercises</td>
</tr>
<tr>
<td>Competencies addressed in course</td>
<td>Practice behaviors addressed in course</td>
<td>Assignment(s) measuring behavior</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>* Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Memo 1, Memo 3-4</td>
</tr>
<tr>
<td></td>
<td>* Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td></td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>* Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</td>
<td>Memo 1, 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td>* Analyze models of assessment, prevention, intervention and evaluation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
<td></td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>* Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Memo 1, 4</td>
</tr>
<tr>
<td></td>
<td>* View selves as learners and engage those with whom they work as informants.</td>
<td></td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>* Understand the mechanisms of oppression and discrimination.</td>
<td>Memos 1, 4</td>
</tr>
<tr>
<td></td>
<td>* Advocate for human rights and social and economic justice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Engage in practices that advance social and economic justice.</td>
<td></td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>* Use research evidence to inform practice.</td>
<td>Memo 1, 2, 4</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>* Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>Memo 1, 3, 4</td>
</tr>
<tr>
<td>2.1.10a: Engage with individuals, families, groups, organizations and communities</td>
<td>* Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>Memo 3, 4</td>
</tr>
<tr>
<td>2.1.10b: Assess individuals, families, groups, organizations and communities</td>
<td>* Develop mutually agreed-on intervention goals and objectives.</td>
<td>Memo 3, 4</td>
</tr>
<tr>
<td>2.1.10c: Intervene with individuals, families, groups, organizations and communities</td>
<td>* Select appropriate intervention strategies.</td>
<td>Memo 3, 4</td>
</tr>
<tr>
<td></td>
<td>* Initiate actions to achieve organizational goals.</td>
<td>Memo 3, 4</td>
</tr>
</tbody>
</table>
**IV: Course Content**

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Activities &amp; Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Jan. 19-21</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>2: Jan. 26-28</td>
<td>Social construction of social problems &amp; strategic issue framing</td>
<td></td>
</tr>
<tr>
<td>3: Feb. 2-4</td>
<td>Power &amp; Social capital: contexts for community mobilization</td>
<td></td>
</tr>
<tr>
<td>4: Feb. 9-11</td>
<td>(finish power discussion) Social, Political &amp; Community Mobilization</td>
<td>Group Exercise/Discussion I (power analysis)</td>
</tr>
<tr>
<td>5: Feb. 16-18</td>
<td>Defining communities</td>
<td></td>
</tr>
<tr>
<td>6: Feb. 23-25</td>
<td>Approaches to community intervention</td>
<td>Group Exercise/Discussion II (community organizations)</td>
</tr>
<tr>
<td>7: Mar. 1-3</td>
<td>Social construction of social policies &amp; public agenda setting Part I</td>
<td>Group Exercise/Discussion III (the agenda setting process)</td>
</tr>
<tr>
<td>8: Mar. 8-10</td>
<td>Social construction of social policies &amp; public agenda setting Part II</td>
<td></td>
</tr>
<tr>
<td>9: Mar. 15-17</td>
<td>Social policy implementation in the American Context</td>
<td><strong>Memo I:</strong> Due Mar. 18 (Tues) &amp; Mar. 20 (Thurs)</td>
</tr>
</tbody>
</table>

**Spring Break**

| 10: Mar 29-31 | Implementation Wrap Up                                               | Group Exercise/Discussion IV: Analyzing the Policy         |
|               |                                                                    | Implementation Process                                      |
| 11: Apr. 5-7  | Human service organization environments                              |                                                            |
| 12: Apr. 12-14| Human service agencies as unique organizations: Internal characteristics| **Memo II:** Due in class                                    |
| 13: Apr. 19-21| Human service organization structures                                | Group Exercise/Discussion V Analyzing Goals & Technology   |
| 14: Apr 26-28 | Street-level bureaucracies & bureaucrats                             | WiseMAN Video & Wrap up of Lipsky Discussion               |
| 15: May 3-5   | Course Review & Final Memo Discussion                                | **Long Memo**                                              |

Due Monday, May 9/Wed May 11 @ 11:59pm
**READINGS**

**Week 1:**  
**Course introductions**  
*What is macro social work practice? How does it bear upon concerns of social change and social justice?*

**Week 2:**  
**The social construction of social problems & strategic issue framing**  
*How do conditions in the world become defined, or framed, as “social problems”? Why do multiple framings of a single condition emerge while other conditions never become defined by society as problems – and to what effect?*

**Readings:**  

**Optional Reading**  

**Week 3:**  
**Community power & social capital: Contexts for mobilization**  
*What explains why some individuals or communities mobilize against a grievance, while others do not? Why do those who are afflicted by social problems sometimes remain “quiescent”? Are communities increasingly disengaged and disconnected?*

**Readings:**  

**Week 4:**  
**Social, Political & Community Mobilization (& finishing discussion of power)**

**Readings:**  

**Week 5:**  
**Defining communities**  
*What are communities? Are they merely geographic entities? If more, what else? How do they differ? What do they do for their members, and how do members identify with them?*
Readings:


Optional Reading

Week 6: Approaches to community intervention
Given what we’ve learned about communities, how do we intervene within them? What are the challenges as well as opportunities we, and communities, face in these efforts?

Readings:


Week 7: The social construction of social policy & the public agenda setting process
Communities experience problems, work to mobilize, and in some cases seek public remedy through social policy. How do framings of social problems and policies to address them unite and sometimes attain prized spots on the “public agenda”?

Readings:

Week 8: The social construction of social policy & the public agenda setting process
Communities experience problems, work to mobilize, and in some cases seek public remedy through social policy. How do framings of social problems and policies to address them unite and sometimes attain prized spots on the “public agenda”?

Readings:

TBA
Week 9: Social policy implementation in the American Context

Readings:


Week 10: Social policy implementation in the American Context

We consider why public policies and their implemented outcomes – often located within human service organizations – can be so divergent.

Readings:


Week 11: Human service organization environments

*What are the environments within which social service agencies emerge, function and evolve, and how do those environments shape operations?*

Readings:


Optional Reading

Week 12: Human service agencies as unique organizations: Internal characteristics

*What internally distinguishes social service agencies from other types of organizations? What are the implications of such differences?*

Readings:
Week 13: Human service organization structures
What is “organizational structure,” and what does it enable (or prevent) organizations from doing?

Readings:


Optional Reading

Week 14: Street-level bureaucracies and bureaucrats
This week we combine insights about policy and organizational practice to consider the role that human service workers – you – play in the implementation of social welfare policies and programs within organizations.

Readings:
Lipsky, M. (1980), Ch. 3: The problem of resources, Ch. 4 Goals & Performance Measures, Ch. 5: Relations with Clients, AND Ch. 7: Rationing services: Limitation of access and demand. In Street-Level Bureaucracy: Dilemmas of the Individual in Public Services, New York: Russell Sage Foundation.

Class activity: Viewing excerpts from Frederick Wiseman’s “Welfare.”

Week 15 Review Wrap-up & Final Memo Prep

Finals Week

V. Course Format
The class operates as an interactive seminar: you will learn about these skills by reading and writing about them, discussing them with the class, and engaging in in-class exercises. To excel, you must come to each class session prepared to contribute thoughtfully. Also, this course will frequently employ small group breakout discussions. When these discussions occur, they will usually be led by one of your peers. The promise of this format is that enhances student participation by allowing students a smaller, more intimate space in which to comment on readings and delve into questions that some might otherwise be hesitant to bring up in front of the whole class during lecture. However, the success of this format depends greatly on your (students) genuine participation.

- When you lead group discussion, take your role seriously: come prepared to lead your group’s discussion (see assignment 1 for details on this), think about how you will use your time and take responsibility to set the tone in your group by minimizing banter and getting down to business.

- When you are not leading group discussion, take your role seriously: give that week’s group leader the respect you want your classmates to give you when you lead
discussion; be attentive, engage the format and content that your leader presents for that week’s discussion; be enthusiastic and helpful.

VI. Texts and Reading Materials for the Course

Readings. There is no text book for the course. Required course readings are contained in a reading packet available at Bob’s copy and online, at Learn@UW.

Course Web Site

Articles and additional class materials will be available on the class web site available through Learn@UW. Use your net ID and password to logon. In addition, the web site will include:

1. Lecture Outlines (“slides”) — generally posted by 8 am on the day of the lecture;
2. Assignment Instructions
3. Class Announcements and random postings of interesting news items by Lock and TAs (send in items you find to your TAs, they’ll post ’em if appropriate!)

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading

Grades are not assigned on a curve. There are no extra credit or make-up assignments. Grades on each assignment and your final grade will be assigned as follows:

>=94-100 A Outstanding, surpasses expectations in all areas
>=88-93 A/B Surpasses expectations in many areas
>=82-87 B Meets expectations
>=76-81 B/C Meets expectations in some areas but is below expectations in others
>=70-75 C Below expectations in all areas, not acceptable graduate level work
>=64-69 D Clearly unacceptable in all areas
<64 F Fails to meet minimal requirements in all areas, not acceptable graduate work.

Please note that the >= sign preceding the lower cut-off point for each grade implies that numerical grades will not be rounded up. Additionally, your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) your efforts, (2) the extent to which you respond to assignment objectives, (3) the quality of your writing (including grammar and spelling, organization and clarity), and (4) your ability to demonstrate critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention. Grade expectations should NOT be based on what you have received in other courses. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the four points raised above.