School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

SW 442: Generalist Practice with Communities and Organizations
Spring 2019 - 020

Instructor: Jessica Barrickman, MSW- Lecturer in Social Work
Office Hours: By appointment
E-mail: barrickman@wisc.edu   **Phone:** 715 271 4051 available via phone or text
Location: HSS 251   **Class Time:** Saturdays 12PM-2PM
Credits: 2   **Instructional Mode:** All Face to Face

Canvas Course URL: https://canvas.wisc.edu/courses/141567

I. COURSE DESCRIPTION
Generalist Practice with Communities and Organizations exposes students to the theory and practice of planned change in communities & organizations and helps them incorporate a generalist model into practice at these levels of intervention.

Requisites: Senior standing and declared in Bachelor of Social Work program or declared in Master of Social Work program
How credit hour is met: This class meets for one two hour class period each week over a the 14 week session and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE DESIGNATIONS AND ATTRIBUTES

For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.

III. COURSE OVERVIEW
This required course is part of the Social Work Practice Methods sequence in the Generalist Practice curriculum. This foundation year MSW course introduces students to entry-level macro social work practice. Students develop foundational skills in engagement, assessment, intervention, and evaluation with programs, organizations, and communities. Additionally, we consider policy construction, implementation, and critical analysis of services and systems. These arenas are viewed as both tools and targets for change efforts. This process is informed by principles of economic and social justice. It 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. Critical thinking, issue analysis, group skills, and active class participation are key elements in the course. Assignments are designed to help students analyze and grapple with the community issues that surround them. Diverse opportunities to consider, discuss, and analyze real-time Madison and Wisconsin community issues within the framework of generalist macro-practice are offered throughout this course. Classes are organized around brief lectures, in-class group activities, and classroom discussion. Students are required to come to class on time and prepared.

IV. LEARNING OUTCOMES: COMPETENCY DESCRIPTIONS AND DIMENSIONS

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

V. COURSE CONTENT

Week/ Date	Topics	Readings	Assignment Due
1 **1/26/19**	**WELCOME & INTRODUCTION TO COURSE** • Introductions • Class Philosophy • Course walk through • Diversity and inclusiveness • Generalist Social Work orientation to macro-practice.		
2 **2/2/19**	**OVERVIEW:** **MACRO-PRACTICE IN SOCIAL WORK** • Check in on student interest, experience, and outlook on Macro Social Work. • Orientation to 3 major focus areas of this course: Communities, Organizations, & Social Policy. • What is macro-practice? Discussion on breadth & depth of possibilities. • Some History and examples of Macro level work in action. • Notions of Power/Empowerment as it relates to this work. • Implicit Bias: how does it work, awareness, and practice implications • Ethical Considerations for Macro-Social Work with communities and organizations.	**Required Class Prep:** Bowen McBeath (*2016*) Re-Envisioning Macro Social Work Practice. *Families in Society: The Journal of Contemporary Social Services*: 2016, Vol. 97, No. 1, pp. 5-14. Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice* (6th Ed.), Ch. 1: An introduction to macro practice in social work (pp. 1-28).	
3 **2/9/19**	**ENGAGING, ASSESSING, AND DEVELOPING A REALITY-BASED UNDERSTING OF COMMUNITIES?** • What are communities & how are they defined?	**Required Class Prep:** Unlocking Your Community's Hidden Strengths: A Guidebook to Community Asset-Mapping - Southern Poverty Law Center. Available at: https://www.splcenter.org/20121127/ unlocking-your-community's-hidden-	

Week/ Date	Topics	Readings	Assignment Due
	• Discussion on how best to learn about the community around you, especially if you are new to it. • Overview/discussion of community assessment and engagement strategies. • Notion of you as an outsider. • Diversity, personal bias, & equity in you and the community. • Relationships, trust, & credibility. • Asset Mapping.	strengths-guidebook-community-asset-mapping **** PDF is posted on Canvas**** Otherwise, copy the title and search the Southern Poverty Law Center web page you are directed to from the link. Netting, F.E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice* (6th Ed.), Ch. 4: Assessing community and organizational problems (pp. 87-115).	
4 2/16/19	**ACTION, INTERVENTION, AND EVALUATION OF COMMUNITY CHANGE EFFORTS** • Overview: intentional strategies for community-level change efforts. • Local examples, struggles, & insights. • Introduction to Community Development & Collective Action. • Local leadership and what that really means: implications for social work practice in this setting. • Discussion & analysis on successful efforts: what can we learn and how can it be applied?	**Required Class Prep:** Community Tool Box. (2013). Ch. 18, Section 1: Designing Community Interventions. Available at: http://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/design-community-interventions/main Community Tool Box. (2013). Ch. 18, Section 2: Participatory Approaches to Planning Community Interventions. Available at: http://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main	**Community Meeting Assignment: Print and turn paper in at class (if access to a printer is a challenge, please discuss with instructor)**
5 2/23/19	**COMMUNITY ORGANIZING** • What is Community Organizing? • A cautionary tale about professional social work and other human service interventions. • Asset Based Community Development (ABCD). • Capacity building. • Let's get practical: How to incorporate community organizing into your professional repertoire - tools, stories, & more…	**Required Class Prep:** McKnight, J. (2013), A Basic Guide to ABCD Community Organizing. *The Asset Based Community Development Institute,* Northwestern University. Available at: https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/A%20Basic%20Guide%20to%20ABCD%20Community%20Organizing(3).pdf	
6	**MACRO S.W. PRACTICE & ORGANIZATIONS**	**Required Class Prep:**	

Week/ Date	Topics	Readings	Assignment Due
3/2/19	• Organizational engagement and assessment • Organizations as an ever-present context for S.W. practice. • Guest presenter: Sara Carstens, Community Engagement and Wellness, Mayo Clinic Health System	Furman, R., & Gibelman, M. (2013). ***Navigating Human Service Organizations* (3rd Ed.),** Ch. 1: Getting to know the human service organization (pp. 1-21); Ch. 2: Distinguishing features of organizations (pp. 22-50).	
7 3/9/19	**PORGRAMS TO COMMUNITIES: CREATING CHANGE IN CHANGING TIMES** • Holding Ground: Rebirth of Dudley Street Documentary in class • Class Discussion: change and logic models • What successes did those on Dudley Street see? • What challenges? • How is creating change then different than now? What is behind those changes? How is it similar?	**Required Class Prep:** Buitrago, C. (2015). *Framing program evaluation: Why we should tinker with theories of change and logic models* (pp. 1-9). Harvard Family Research Project, Harvard Graduate School of Education. Netting, F.E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice* (6th Ed.), Ch. 9: Building support for proposed change (pp. 267-272 **ONLY**).	
3/16/19	<mark>**SPRING BREAK – NO CLASS UNTILL MARCH 23rd !!!**</mark>	<mark>**Enjoy Your Time Off...**</mark>	
8 3/23/19	**REALITY BITES: ORGANIZATIONAL OPERATIONS & HOW TO INTERVENE - SKILLS FOR PRACTICE** • Meeting facilitation • Task Groups • Achieving diversity of representation across, groups, meetings, and other efforts. • Change and Logic Model • You the social worker as change agent.	**Required Class Prep:** Read and consider the Issue Intervention Proposal Assignment (in Syllabus) Come to class prepared with potential intervention ideas for this assignment based off previously completed work	**S.W.O.T. Agency Analysis: Print and turn in at class**

Week/ Date	Topics	Readings	Assignment Due
9 3/30/19	**PITFALLS, PERILS, & PERSERVERENCE: THE HUNT FOR ORGANIZATIONAL CHANGE** • Discussion: why is organizational change so elusive? • Assessing potential and viability of organizational change. How and when to intervene. • Stories from the front lines locally. • Inclusive organizations, equity, and diversity in staffing… Beyond talking points, the urgent need for reform & what that might take. • Social workers as change agents in organizations	**Required Class Prep:** Miller, P. M. (2016). Disrupting Poverty-Related Inequity: The "*Everyday Beetz*" of Top Schools. *School of Education and Institute for Research on Poverty; UW - Madison* Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations* (3rd Ed.), Ch. 11: Coping with change (pp. 206-221); Ch. 12: Lending a helping hand: Making your organization better (pp. 222-237).	
10 4/6/19	**REAL WORLD SOCIAL WORK: SUPERVISION, COLLABORATION, EVALUATION & ENTREPRENURIAL PRACTICE ON THE GROUND FLOOR** • The practice of supervision and management in social work practice. • Is there a collaborative skill set necessary & how can we maximize the potential of working together? • Grant Writing • Entrepreneurial practice, service gaps, and area assets. • How do we evaluate programs and progress made?	**Required Class Prep:** Netting, F.E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice (6th Ed.),* Ch. 9: Building support for proposed change (pp. 267-272 **ONLY**). Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations* (3rd Ed.), Ch. 11: Coping with change (pp. 206-221); Ch. 12: Lending a helping hand: Making your organization better (pp. 222-237).	
11 4/13/19	**SOCIAL POLICY: THE CONTINUUM OF POLITICAL ADVOCACY** • What does the continuum look like: from grassroots to the Federal Government? • Policy making, advocacy, and evaluation. • Political Activism. • Discussion: What strategies fit based on the context and level of policy you hope to influence? What makes the best sense for you?	**Required Class Prep:** Community Tool Box. (2013). Ch. 5, Section 3: Social Planning and Policy Change. Available at: http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/social-planning-policy-change/main	**Issue Intervention Proposal: Print and turn in at class**

Week/ Date	Topics	Readings	Assignment Due
12 **4/20/19**	**THE PROGRAMS, POLITICS, &** **POLICIES OF POVERTY** • The Social Policies of Poverty • The notion of privatization. • Distribution of income. • How does the current landscape of inequity and bias effect our work. • Critical analysis of specific poverty-related social policies and the corresponding systems that carry out the work. • Evaluating efforts around poverty. What is working? Where do we need to go? • Discussion: Given all of this information, how can we structure for better success moving forward & what can we do to facilitate this?	**Required Class Prep:** Olsen, H. (2017). Why Escaping Poverty Isn't Nearly as Easy as People Think *Everyday Feminism*. Available at: https://everydayfeminism.com/2017/01/escaping-poverty-is-not-easy/ Turner, M,A. et al. (2014). *Tackling Persistent Poverty in Distressed Urban Neighborhoods.* Urban Institute Available at: http://staging.community-wealth.org/sites/clone.community-wealth.org/files/downloads/paper-turner-et-al_1.pdf	
13 **4/27/19**	**TRIALS AND TRIBULATIONS OF THE STREET** **LEVEL BEAUROCRAT** • Today we will combine insights from previous classes and readings… How do Communities, Organizations, and Social Policies interact through the experience of the consumer. • What consumer input vehicles really exist in the realm of program evaluation? • How do the notions of power, implicit bias, and prejudice effect these transactions? • What ethical considerations are especially important for social workers practicing in this arena? Discussion: What can we do now? What opportunities exist to inform & transform Human Services work on the front lines?	**Required Class Prep:** Lipsky, M. (1980). "Street Level Bureaucracy: Dilemmas of the Individual in Public Services", New York: Russell Sage Foundation. • Ch. 3: The Problem of Resources • Ch. 4: Goals and Performance Measures • Ch. 5 Relations with Clients • Ch. 7 Rationing Services: Limitation of Access and Demand	

Week/ Date	Topics	Readings	Assignment Due
14 5/4/19	**LAST CLASS:** **PHOTO VOICE EXHIBITION** • Students will present their photo voice projects in class • Classroom questions and discussion on each presentation • Peer reviews of each presentation • **Students Complete Course Evaluation**	• **No readings today…** • Prepare your photo voice presentations	**-Photo Voice presentations in class today.** **-Email Power Points to instructor prior to class**

VI. TEXT AND READING MATERIALS FOR THE COURSE

There is no text for this course. Required readings are posted on the class website available through Canvas. Periodically, the instructor may make available additional optional and/or required readings.

VII. EVALUATION: Assignments, Grading and Methods

Assignments Due Dates and Points:

Assignment	Due Date	Max Points
Attendance and class participation	**Ongoing**	12
Community Meeting & Issue Assessment	**2/16/19**	18
S.W.O.T. Agency Analysis	**3/23/19**	20
Issue Intervention Proposal	**4/13/19**	28
Photo Voice Project	**5/4/19**	22
Total Points		**100**

Assignment Descriptions, Instructions and Grading Criteria:

==Class Participation & attendance: (Ongoing) (12 points)==
Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations, you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

Rubric:

Element	Points Value (12)
No-unexcused absences	4
Consistent participation and active engagement in large group discussions and small group activities. Students	4

7

provide thoughtful answers to questions related to course readings. These questions will be asked at random in most classes. Student answers should be reflective of required class preparation and readings assigned for each date.	
Consistent preparation, participation, and critical thinking demonstrated in weekly discussions and randomly generated student questions related to field analysis questions.	4

Community Meeting and Issue Assessment: (Due: 2/16/19) (18 Points)

For this assignment, students will identify a meeting held in the community that relates to a community topic, issue or problem and that affects a particular group or population. Students will attend, observe, and write a short paper about the meeting & the issue(s) discussed at the meeting. The purpose of the assignment is two-fold: 1) to expose students to activities that take place at mezzo levels of practice, 2) and to help students develop assessment skills as part of the generalist approach to practice with communities. Assessment skills, as well as, the documentation & understanding of community issues is an important part of planning for and affecting change in macro practice settings.

1) Select a meeting in the community (at your field placement if appropriate), which focuses in part or in full, on an issue, topic or problem pertinent to the community. The topic should be something that affects the well-being of a group of individuals in a community. Recall that community is defined in ways that go beyond geographic boundaries or place, i.e., a community of people might have shared attributes or common interests. Examples of meetings include: school board meeting, coalition meeting, community organizing meeting, advocacy meeting, and community board or planning meetings to name a few. Community meetings are often held in churches, libraries, schools, government buildings, civic organizations, and sometimes local businesses. Topics vary widely but might include: housing, disability rights, food insecurity and policy, homelessness, landlord and tenant issues, environment, school district issues, and public safety.

2) Attend the meeting, observe, and take notes for the assignment. Information you should document, consider, and analyze for your paper includes:
   a. Meeting information: date, location, type, purpose, main topics discussed, agenda distributed
   b. Attendance:
      ▪ Who was present and what roles did they have?
      ▪ Who facilitated the meeting?
      ▪ Who were the participants?
      ▪ Who was active (e.g., spoke, presented) and who observed?
   c. Content:
      ▪ What topic, issue or problem was discussed?
      ▪ What community is connected with the issue?
      ▪ Is there a population or group that this issue affects in particular?
      ▪ How is the topic related to social change or community action?
      ▪ Is this an issue that appears to be ongoing and challenging to resolve or is it something that was resolved or nearly resolved by decisions made at the meeting?
   d. Diversity and Inclusion:
      ▪ How do issues of diversity, inclusion, oppression, and/or privilege and power pertain to the topic?
      ▪ To what extent were these perspectives discussed or addressed in the meeting? How could have they been addressed differently or more effectively?
      ▪ How might dimensions of diversity intersect in this context, e.g., a school board meeting where the issue of food quality at breakfast and lunch that is served to mostly racial/ethnic minority children of low socioeconomic status is discussed; or an agency meeting that focuses on delivery of mental health services to immigrant Hmong elders who live with severe health problems related to past war and refugee experiences?
   e. Meeting Reflection:

- What led you to select this meeting?
- Would you attend again or select another?
- Was there anything you observed or experienced that was unanticipated?
- How do you think your presence and engagement in the meeting affected the group process?

3) Write a 3-5 page essay about the issue you selected, the meeting itself, and overall experience. Your paper should be divided into 5 clearly identified sections **(LISTED BELOW).** Here are some suggestions (for each section) to consider in preparing your paper: Please note that more time and attention should be spent in the "Meeting Reflection", "Diversity & Inclusion", and "Analysis & Conclusion" sections. I am especially interested in your critical thinking, analysis, and discussion in reaction to the meeting and the issues that came up.

Introduction

- Introduce the meeting you attended. Discuss why and how you came to select the issue(s). What was particularly important to you about the topic you selected. What were your thoughts and preconceptions about how this meeting would play out? How congruent were your perceptions compared to the reality of what took place?

Meeting Summary

- Describe what happened at the meeting. Who attended and how many people were there? Who facilitated the discussion & what format did they utilize? What was the impetus for deciding to meet? Is this a stand-alone event or part of a series of meetings? **What discussion took place and how did things go? Describe from your point of view what the most salient and important themes of the meeting were.** Discuss what was resolved (if anything). Discuss in detail your understanding of what was agreed upon and what will occur moving forward. Please include your own thoughts as to how likely (or not) these steps would take place?.

Meeting Reflection

- In this section record your reactions to the important events that took place in the meeting you chose. What questions do you have after reflecting on the meeting? Were there any missed opportunities, and if so, what were they? Assess how the facilitator(s) did. What might you have done differently? What was particularly effective? **Describe from your point of view what key themes came up in the meeting and describe how they played out. What context can you offer and what seems particularly important about the themes you noted.** lessons can you take away from this experience that would assist you in planning & facilitating a successful meeting? Discuss your thoughts on what community assets and leverage points for change are possibilities with the issue you selected.

Diversity and Inclusion

- How do issues of diversity, inclusion, oppression, privilege and power pertain to the topic?
  To what extent were these perspectives discussed or addressed in the meeting? How could have they been addressed differently or more effectively?

Analysis and Conclusion

- Conclude with your thoughts on the meeting. Did your presence in the room effect how things went? How did it feel to be in the room and did you take place in any of the conversation? If so how did it go? Was there anything that happened you did not anticipate? Overall, how successful was this meeting? Why do you think things went well? OR Why did things go poorly? What did you learn from this experience and how will you use that knowledge moving forward?

Length, Format, and Structure: The paper should contain: 1) a title page (with a paper title, your full name, the course, and submission date); 2) the body of the text which should be 3 – 5 pages double spaced.

Element	Points Value (18)
Introduction: Clear and detailed orientation to the issue and community you selected and why.	2
Meeting Summary: Clear and thorough presentation of what happened at the meeting. Important themes are understood and communicated, as well as, why they are important. Writing denotes a clear and informed sense of why the meeting was called, what took place, what the challenges were, and what the plan moving forward is?	2

Meeting Reflection: Critical thought is evident in reflecting upon what happened at the meeting. **Thorough discussion is offered on how the issue you selected is inter-related with a community. Themes from the meeting are identified and analysis is offered as to why they are important and what groups they are important to.** Provide your individual assessment as to how viable the prospect of change is related to the topic you selected and the direction the meeting took. Offer analysis into any suggestion(s) you may have to bolster the efforts discussed.	4
Diversity and Inclusion: Depth of thought demonstrated on how issues of diversity and inclusion impacted this meeting overtly and covertly. Provide your assessment into how any dynamics of power and privilege played out in the meeting? Discuss intersectional considerations related to equity, diversity, and the community and issue you selected.	4
Conclusion: Depth of response and analysis offered in concluding this assignment.	3
Overall: Clarity, organization, grammar, and presentation of information throughout.	3

SWOT Analysis: (Due: 3/23/19) (20 points)

A SWOT analysis is a tool used for evaluation and planning by organizations and companies of all sizes and types. This planning tool helps organizations identify areas that need change and program improvement by considering their strengths and weaknesses, as well as opportunities and threats, a.k.a., SWOTs. This assignment requires you to do a SWOT analysis of your field placement agency. The purpose of the assignment is to help students critically assess agency settings, communicate what is learned, and make recommendations for change based on potential leverage points where adjustments and transformation can be instituted.

Your planning for this assignment should begin early in the semester and include discussion with your field supervisor in order to get permission to proceed. You should also discuss with your supervisor the various roles of individuals affiliated with the agency that might be accessible and willing to be interviewed as part of your assessment, e.g., frontline staff, managers or supervisors, administrators, board members. You should also discuss whether or not it would be appropriate to include clients in the process. This is suitable and feasible in some settings, but not in others. You and your supervisor should decide together. In some cases, students have access to many people to interview, in other cases, this is more difficult. For purposes of the assignment, I am more interested in critical analysis of your field agency and your ability to communicate what you learned, and especially, your recommendations for proposed changes. **If, for any reason, you are not permitted to do the SWOT analysis in your agency, notify the instructor as early as possible in the semester.**

Instructions:
1. In Appendix B, you will find a tool which explains the four components of a SWOT analysis, and a template sheet where you can document answers. First, answer the questions about your field placement, recording your own responses for later analysis and integration. This is a tool for you to use, you do not have to use this.

2. Next, identify people in the agency (e.g., workers, supervisors, clients, and/or others) that "know" your field placement setting. It may be helpful to interview individuals who play different roles in the organization. Set up interview appointments allowing for approximately 30-45 minutes of meeting time. Explain the purpose of the meeting and the assignment goals. Provide a copy of the SWOT tool to each participant to help them better understand the questions you are asking. Ask for their opinion about each of the four SWOT dimensions. Record your findings on the template for each interview.

3. Once you have completed the interviews, review and summarize the SWOT responses for each of the four dimensions across interviews. Include your own responses in the analysis and summary. Indicate how many interviews you conducted, the approximate time it took to complete each interview, and the roles (not the names) of the people you consulted with. The four components of the summary should include:
    a. **Strengths** that are known to the agency/department/program

b. **Weaknesses** of the agency/department/program
c. **Opportunities** that the agency/department/program can utilize or take advantage of
d. **Threats** that pose challenges to the agency/department/program.

4. Finally, for each SWOT dimension, write recommended actions that you believe could be taken to make program improvements, to bolster agency operations, and/or to more effectively provide services to clients. In drafting your SWOT recommendations, consider the agency's goals and mission and how these could inform change strategies. Where appropriate, include details about changes that could occur internal to the agency and external to the agency. The SWOT analysis should illustrate where the agency is today and where it could go. You might consider the following questions as you write your recommended actions. Expand as appropriate:
   a. **Strengths:** How can the organization build on them? How can they offset weaknesses? How can they be used to take advantage of existing or future opportunities?
   b. **Weaknesses**: How can they be overcome? What can be easily adjusted in the short-run to reduce the weaknesses? What might take longer-term planning and thinking?
   c. **Opportunities:** How can they offset threats? How can they inform future goals?
   d. **Threats**: How can they be guarded against? What strategies can be implemented to reduce or eliminate such threats?

Length, Format, Structure, and Submission:
The paper should contain: 1) a title page (with a paper title, your full name, the course, and submission date); the title page does not count toward the page limit; 2) the body of the text which should be 3 – 6 pages double spaced. Please use 1-inch margins, print and turn papers in at class on February 23rd.

Grading Criteria:

Elements	Points Value (20)
1. Overall quality, organization of information, and clarity of written work.	6
2. Analysis and summary of interview responses is clear, comprehensive, informative, and demonstrates understanding of your field agency. Information about each SWOT dimension is included without significant differences in weight across the four areas, i.e., there is an even distribution of information summarized about each SWOT area.	6
3. Recommendations for each SWOT dimension are included. They contain adequate detail, make reference to fit with agency mission, and are reasonable and achievable.	8

Issue Intervention Proposal (Due: 4/13/19) (28 Points)

Drawing from fellow students earlier assignments completed for the Community Meeting and Issue Assessment or the SWOT Agency Analysis, students will identify an intervention that addresses the community issue or the agency's weaknesses and threats for the purpose of instituting change in that arena (community or agency). We will have time in class to share each other's topic areas for those first two assignments. The plan will articulate the intervention's objectives and describe its underlying theory of change. It will also include a logic model depicting how the intervention would be implemented and what results would be anticipated. Drawing from the generalist practice framework, the purpose of the assignment is to help students make a link between engagement, assessment, planning, implementation, and evaluation.

Instructions:
1. Select a topic related to one of those projects as the springboard topic from which you will complete the assignment. The intervention plan will be directly linked to the Photo-Voice Project as well so you may want to review that assignment before making your final selection of topics.

2. Write an intervention plan that includes the following:
   a. Issue or Problem Description:
   Describe the population, community or aspect of the agency targeted for change. Describe the challenge or opportunity you are seeking to address, and why it is important. Take care to offer analysis on the current state of affairs in order to discuss how your intervention will impact change after it is implemented later in this assignment. This will differ depending on whether you are proposing an intervention plan for change within a particular community or change within an agency setting. This description should draw from the previous assignment(s) where the issue assessment or SWOT analysis results were described. Summarize what you learned and take the opportunity to add information that might have been previously missing. Briefly explain why the issue is both important and feasible to address. Think about the leverage points or recommendations made in the earlier assignment to help narrow down the proposed intervention plan, e.g., things that can be changed to reduce or eliminate the problem. You should use at least 2 scholarly sources when documenting the issue or problem description.

   b. Hypothesis of Etiology (Cause-and-Effect Relationships):
   Having assessed the challenge or opportunity, describe what are the most significant contributing factors leading to the need for change? The working hypothesis can be expressed in the form of a statement or series of statements such as: "Because of the following factors A, B, and C…..the following consequences have resulted: X, Y, and Z. (Review Ch. 9 in Netting, et al. for details).

   c. Intervention Plan:
   Given the preceding cause-and-effect set of relationships, identify or propose an intervention that if implemented, would lead to a set of anticipated (or hoped for) results. The intervention plan should clearly link intervention components and expected results! Take care to relate how different aspects of your proposed intervention will work and how/why they will lead to the desired change. Articulate the outcomes you anticipate for the target population, community or agency. For example: increased earnings, improved access to child care, reduced violence, improved agency outreach to underserved clients, or expanded funding and strategic planning resources to enhance agency capacity. (Review Ch. 9 in Netting, et al. for details). The outcomes should be specific (either in behavior, skill, knowledge, attitude or circumstance), measureable (in order to know if the outcome was in fact achieved), action-oriented (represent issues that can be addressed through intervention), as well as realistic and reasonable, i.e., achievable.

   When selecting the intervention plan, consider various options and which ones might be best suited to address the stated issue or problem. For example, are you: 1) selecting a new direct service program, 2) making changes to an existing program, 3) proposing organizational development strategies to build agency capacity to improve client services, 4) proposing a community organizing campaign to help people advocate for themselves to make community improvements, or 5) instituting community development practices to improve the physical, social and/or human capital and living conditions of a neighborhood. This is not an exhaustive list but illustrates ways to conceptualize the type of intervention plan you are selecting. You should use at least 2 scholarly sources that offer evidence to support your proposed intervention plan. Refer to the Community Tool Box's list of evidence-based practice sites to help you identify best, promising, and evidence-based programs and interventions http://ctb.ku.edu/en/databases-best-practices.

   d. Logic Model and Description:
   Include a graphic depiction of the intervention in the form of a logic model. It should include the intervention's inputs, activities, outputs and outcomes. Describe the logic model including the resources needed for implementation of the intervention (inputs), intervention activities, and the anticipated outputs and outcomes. The logic model can be used to describe change efforts at either the community or agency level. The description should include a clear statement about how the

proposed activities will lead to the anticipated outcome. Provide as much detail as is needed to make it clear to the reader what will happen to make the outcomes possible and to affect change in a meaningful way for the community or agency.

Length, Format, Structure, and Submission:
The paper should contain: 1) a title page (with a paper title, all the student's names, the course, and submission date); the title page does not count toward the page limit; 2) the body of the text which should be 3 – 6 pages double spaced; 3) a logic model 1-2 pages, and 4) a references page listing scholarly sources cited in the paper; the reference page does not count toward the page limit. Please use 1-inch margins and follow APA guidelines for in-text citations and reference list. Please submit papers electronically to the course Canvas site.
Please use the following headings for each section in order to organize your paper:
        1. Issue or Problem Description:
        2. Hypothesis of Etiology (Cause-and-Effect Relationships):
        3. Intervention Plan:
        4. Logic Model and Description:

Grading Criteria:

Elements	Points Value (28)
1. Clearly articulated issue or problem description.	5
2. Hypothesis of etiology follows recommended format and is clearly articulated.	5
3. Intervention plan is clearly articulated; how intervention activities will result in desired outcomes is well-reasoned and unambiguous; outcomes meet the recommended criteria; and the proposed intervention is based on the best available evidence for this practice area.	10
4. Logic model accurately and clearly describes the intervention's inputs, activities, outputs and outcomes. It depicts the theory of change as described in the text.	5
5. 2 or more scholarly sources are used to describe the issue, topic or problem; 2 or more scholarly sources are used to support proposed intervention plan.	2
6. APA style of citations and references is adhered to. Free of grammatical errors.	1

Photo-Voice Project: (Due: 5/4/19) (22 Points)

Photo-voice is a method of documentation and communication using photography to promote community development and social change. Exhibitors use photos to explain their point of view and/or shed light on social problems. The exhibits are meant to stimulate stakeholders and decision makers and to prompt them to take action. At the center of any Photo-Voice Project, are the actual pictures captured and used in the presentation. Students should pay particular attention to how their pictures, individually and collectively, convey a message. The purpose of the assignment is to help students consider alternative methods of gathering and presenting documented needs as part of the engagement, assessment and intervention generalist practice approach with communities and organizations.

Instructions:
Focusing on the same (or related topic area) used for the Issue Intervention proposal, your task is to use photos that portray a particular problem, need, and even solution (intervention plan) that you seek to address. The photos should speak for themselves. The viewer should quickly have a sense of the issue and the intended purpose of the Photo-Voice project. **Have fun and be creative with this assignment:** The most effective projects often use photographs, but also overlay some text, internet content, data, graphics, videos, and/or music to convey the extent of the problem, relevance, and potential solution. There should be a clear persuasive agenda your group identifies for this project.

While your photos will be the focal point, you should create a PowerPoint presentation to convey the story your group is telling. Each student will have 10-15 minutes to present. The presentation must include the following:

1. A title slide that includes the title, author, and date.
2. A clear statement about the goals of this exhibit. Remember this assignment is meant to be persuasive and for individuals or groups to take a side related to a current issue of their choosing. (1-2 slides)
3. Incorporate at least 5 photos **that you have taken** that critically illustrate the issue that you have selected. Be sure to denote which photos you have taken. You should also use several images you find on the internet. This could include pictures, news reports, videos, data, graphs, and other illustrations of your issue. Be creative but professional; utilize editing, graphics, and other techniques to make this project come alive. (approximately 8-10 slides)
4. What needs does the project express? What resources are there to address the problem/issue? How limited or sufficient are these resources locally? (1-4 slides)
5. What are you asking people to do? What do you want your audience to take away from this presentation? What is the key theme or message that you are trying to convey? Express these fundamental points in approximately (2-3) slides.
6. Include a reference list that details the sources of literature, pictures (that you have not taken), and other materials that were used for this presentation (1-2 slides)

Length, Format, Structure, and Submission: Students will present the Photo-Voice Projects on the last day of class. Other students will be expected to ask questions related to the presentation extemporaneously and as time allows. Each student will be allowed to present for 10-15 minutes. You can decide the presentation format and flow. You can also prepare a voiceover ahead of time to accompany the slide show. Please bring your presentation saved on a memory stick. The presentation should also be emailed to the instructor before class as their final submission and for access during class if needed.

Rubric for Photo Voice Project:

Elements	Points Value (22)
1. Overall quality, organization of information, and clarity of written work completed. Slides are legible and easy to read. Sources of information and photos are properly cited.	4
2. Use of pictures, media, and scholarly information included in the project. Extent to which pictures taken by students connect to the identified goals of the photo-voice project. How did they add to this project?	7
3. Persuasiveness of the method as a whole. Extent to which the oral presentation and PowerPoint slides effectively influenced or made the audience think about the issue selected and goals to be achieved?	7
4. Overall quality, clarity, and effectiveness of the in-class portion of the presentation.	4

Grading Scale & Standards:

Students final grade will be based on the following scale:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in some areas; below in others

70-75	C	Below expectations in most areas
64-69	D	Below expectations in all areas
<64	F	Fails to meet minimal expectations in all areas, not acceptable

VII. COURSE POLICIES

Attendance Policy
To ensure a quality educational experience, students are expected to attend all scheduled classes and to arrive on time.

- Attendance will be taken at each class and students' level of participation noted.
- Excused and Unexcused Absences:
    - One unexcused absence will result in loss of one point from student's attendance & participation grade.
    - Two unexcused absences will result in a student's grade being dropped one full letter grade.
    - Three unexcused absences will place the student at risk for failing the course.
    - On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for *unexcused* absences.
    - More than one excused absence may result in additional make-up work. Completion of this work will result in no point deductions from the student's grade. This make-up work consists of an analysis of the required reading, as well as a summary of any power point lecture material and how one might integrate this material into one's practice.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Always contact the instructor ahead of time in the event you need to miss class.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of the class to be considered for an *excused* absence.
- Inclement Weather Policy
    - If there is inclement weather, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
    - If classes are cancelled due to inclement weather, students are expected to check their email to determine how they will be expected to engage in the class material for that day.
    - If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

Student behavior policy

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students' opinions and viewpoints even if you disagree with them, and

refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Late Assignments

All assignments are due on the date required by the instructor. Students needing an extension on assignments should discuss with instructor prior to assignment due date. Assignments turned in late may be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points will be docked 2 points for each day past due; an assignment worth 5 points will be docked 0.25 points for each day past due.) The key is to have open and proactive communication with the instructor.

Academic Integrity:

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the University. Cheating, fabrication, plagiarism, unauthorized collaboration and helping others commit these acts are examples of academic misconduct which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension.

Code of Ethics, Professional Conduct & Plagiarism:

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Plagiarism

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School policies.

Accommodations for Students with a Disability

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at https://mcburney.wisc.edu/ ; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706 Accommodations will not be made without a Faculty Notification Letter. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Technology in class

A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for *unobtrusive* note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

Incompletes

An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student's control.

Religious Observances

In accordance with University policy, accommodation will be made for students who are participating in a religious holiday or who have a conflict between religious observances and mandatory class requirements. To request accommodation, notify the instructor within the first two weeks of class of the specific days or dates on which a student requests relief.

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
2.1.2: Engage diversity and difference in practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Community Meeting and Issue Assessment Discussion and lecture content related to: - Implicit Bias: how does it work, awareness, and practice implications (K, S, C&A) Discussion and lecture content related to: - Notion of you as an outsider. - Diversity, personal bias, & equity in you and the community. (K,V, C&A) Discussion and lecture content related to: - Local leadership and what that really means: implications for social work practice in this setting. (K,V,C&A) Discussion and lecture content related to community organizing: - A cautionary tale about professional social work and other human service interventions. "Who's change is it" (K,V,S, C&A) Class discussion and analysis on the reality of organizational change: - Inclusive organizations, equity, and diversity in staffing… Beyond talking points, the urgent need for reform & what that might take. (K,V, C&A) Discussion and lecture content related to: - A closer look at the officer involved shooting bill. - Dontre Hamilton video & associated discussion. (K,V, C&A) Discussion and lecture content related to the programs, politics, & policies of poverty: - How does the current landscape of equity and racial bias effect this work? (K, S, C&A)	Due Week 4 Week 2 Week 3 Week 4 Week 5 Week 9 Week 11 Week 12
2.1.6. Engage with Organizations, and Communities	Community Meeting Assignment (K, S, C&A)	Due Week 4

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. To facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate	Lecture, class activities, large and discussion in the following classes: • Engaging, Assessing, and Developing a reality-based understanding of communities. (K,S,) • Community Organizing (K,V,S, C&A) • Macro social work practice and organizations. (K,V,S,C&A) • Guest presenter (K,V,C&A)	Week 3 Week 5 Week 6

2.1.7. Assess Organizations, and Communities
 	
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.
	S.W.O.T. Agency Analysis assignment (K,S, C&A)
	
	Lecture, class activities, large and small group discussion in the following classes:
	• Action, intervention, and evaluation of community change efforts. (K,V,S)
	• Community Organizing (K,V,S,C&A)
	• Guest Presenter (K,V,C&A)
	• Tinkering with programs: How do we make sense of what we are doing and where we are heading. (K, V, C&A)
	    1. Hypothesis of Etiology
	    2. Logic Models
	    3. 3. Intro to program evaluation
	• Pitfalls, Perils, & Perseverance: The Hunt for Organizational Change – Assessing potential and viability of organizational change (K,V,S, C&A)
	
	Skill building: Class discussion and associated reading:
	• Unlocking Your Community's Hidden Strengths: A Guidebook to Community Asset-Mapping – Southern Poverty Law Center (K,S)
		Due Week 7
		
		Week 4
		
		Week 5
		Week 6
		Week 7
		
		Week 9
		
		Week 3

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
2.1.8. Intervene with Organizations and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. To effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration	Assignment: Issue Intervention Proposal (K,S, C&A) Photo Voice small group assignment and classroom presentation (K,S,V, C&A) Lecture, class activities, large and small group discussion in the following classes: • Community Organizing (K,S,V, C&A) • Guest Presenter • Reality Bites: Organizational Operations & How to Intervene – Skills for Practice (K,V,S) • Pitfalls, Perils, & Perseverance: the hunt for organizational change – Social workers as change agents in organizations (K,V,C&A) • Real World Social Work: supervision, collaboration, evaluation, & entrepreneurial practice on the ground floor (K,V,C&A)	Due Week 10 Due Week 13 Week 5 Week 6 Week 8 Week 9 Week 9
2.1.9 Evaluate Practice with Organizations and Communities Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.	S.W.O.T. Agency Analysis assignment (K,S, C&A) Photo Voice small group assignment and classroom presentation (K,S,V, C&A) Lecture, class activities, large and small group discussion in the following classes: • Macro SW Practice & Organizations (K,S,V, C&A) • Guest Presenter (K,V,C&A) • Real World Social Work: Supervision, Collaboration, Evaluation & Entrepreneurial Practice on the Ground Floor (K,S,V, C&A) • The Programs, Politics, and Policies of Poverty (K, S C&A) • Trials and Tribulations of the Street Level Bureaucrat (K,V, C&A)	Due Week 7 Due Week 14 Week 6 Week 10 Week 12 Week 13

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
	Skill Building and local analysis: Dr. Peter Miller and the BEETZ model – Distilling 5 characteristics of highly successful Schools working in high-poverty environments (K,V,S, C&A)	Week 9

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

Appendix B

TOOL: PERFORMING A SWOT ANALYSIS

Here are some general questions in each SWOT category to prompt analysis of your organization, community, or effort.

	Positives	Negatives
Internal • Human resources • Physical resources • Financial resources • Activities and processes • Past experiences	**Strengths** What are your own advantages, in terms of people, physical resources, finances? What do you do well? What activities or processes have met with success?	**Weaknesses** What could be improved in your organization in terms of staffing, physical resources, funding? What activities and processes lack effectiveness or are poorly done?
External • Future trends – in your field or the culture • The economy • Funding sources (foundations, donors, legislatures) • Demographics • The physical environment • Legislation • Local, national, or international events	**Opportunities** What possibilities exist to support or help your effort – in the environment, the people you serve, or the people who conduct your work? What local, national, or international trends draw interest to your program? Is a social change or demographic pattern favorable to your goal? Is a new funding source available? Have changes in policies made something easier? Do changes in technology hold new promise?	**Threats** What obstacles do you face that hinder the effort – in the environment, the people you serve, or the people who conduct your work? What local, national, or international trends favor interest in other or competing programs? Is a social change or demographic pattern harmful to your goal? Is the financial situation of a funder changing? Have changes in policies made something more difficult? Is changing technology threatening your effectiveness?

Analysis/Recommendations: Some Things to Consider From the Data You Receive

Strengths: How do you build on them? How can they offset weaknesses? How can they be used to take advantage of opportunities?

Weaknesses: How can they be "shorn up" (overcome)?

Opportunities: How can they offset Threats? How can they inform future goals?

Threats: How can you guard against them? Can they be reduced?

Appendix C

SW 442

Social Work with Communities and Organizations

SWOT Analysis

Student Name_____

Agency_____

List **Roles** (not name) and number of people consulted

What are the **Strengths** of the agency/department/program?

What are **Weaknesses**?

What **Opportunities** exist for the agency/department/program to utilize/take advantage of?

What **Threats** exist for the agency/department/program?

Recommendations FOR EACH COMPONTENT:

A) STRENGTHS:

B) WEAKNESSES:

C) OPPORTUNITIES:

D) THREATS: