



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

## **Course Prefix, Number and Title: SOWK 309 Practice with Communities and Organizations**

**Course CRN # and Section: CRN 20217 (30)**

**Semester Taught (including year): Spring 2019**

**Professor: Dr. Joan Pendergast**

**Credit Hours: 3**

**Office Location: Marsh Hall, A211**

**Prerequisites:** SOWK 161, 229, 236, 237; SOWK 370 (may be taken concurrently); PSY 101; SOC 101; ENG 101, 102; SOSC 2701; Social Work major; **formal admission to the Social Work program.**

**Office Hours:**

**Course Time (if applicable): T 1600-1830**

**Email: [jpendergast@concord.edu](mailto:jpendergast@concord.edu)**

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**College/Department Website:**  
[www.concord.edu/sws](http://www.concord.edu/sws)

### **Course Description/Rationale:**

Practice with Communities and Organizations on values, knowledge and skills appropriate for the general social work practitioner at the beginning professional level of social work practice. Methods of intervention organizations and communities are emphasized.

**Course Management System:** Blackboard

**Hardware/Software Needed:** Microsoft Word

**Text requirements:**

<http://ctb.ku.edu/en/table-of-contents> Available on Blackboard

**Recommended Text:**

Nair, M.D, & Guerrero E.G. (2014) Evidence Based Macro Practice in Social Work. Gregory Publishing Company, Wheaton, IL

**Concord University Educational Goal(s):**

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines, and to apply these skills in problem-solving.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.

**National Standards:**

**Council on Social Work Education (CSWE)**

**Social Work Competencies**

Upon graduation from Concord University's Social Work program, students will master the following core competencies:

**Competency 1: Demonstrate Ethical and Professional Behavior**

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgement and behavior

**Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency 5: Engage in Policy Practice**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes

- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Specific Learning Outcomes:**

The student will:

1. Understand and critically examine the basic functional areas of macro practice including: social action, social planning, prevention, community development, administration, change, needs assessment, strategic planning and program evaluation. (COMP 6, 7, 8, and 9)
2. Develop an understanding of and critically analyze the basic concepts within each functional area of macro practice emphasizing the similarities and differences among them. (COMP 6, 7, 8, and 9)
3. Develop a familiarity with different contexts of organizational and community structures, their functioning, their interactions, and how change occurs in them while maintaining a person-in-environment perspective and a respect for human relationships and diversity while utilizing a social systems perspective. (COMP 6, 7, 8, and 9)
4. Demonstrate the ability to conduct a community analysis which addresses and includes an examination of (but not limited to) the diversity of the community, social and economic issues, oppression and prevention programs. (COMP 2, 3, 6, 7, 8, and 9)
5. Demonstrate the ability to conduct macro practice interventions from a culturally sensitive empowerment model while clarifying one's values, enhancing one's own use of self and incorporating modes of self evaluation. (COMP 1, 6, 7, 8, and 9)
6. Develop knowledge of the lobbying process and the role it plays in social justice within social work macro practice. (COMP 3, 6, 7, 8, and 9)
7. Develop a beginning functional knowledge of grant writing purposes and procedures. (COMP 4 and 7)
8. Develop knowledge about Advisory Boards of Directors including their purposes and operating procedures. (COMP 4)
9. Demonstrate and enhance skills in facilitating and conducting a variety of types of meetings within diverse contexts and with diverse people. (COMP 6, 7, 8, and 9)
10. Develop an appreciation for the concept of Generalist Practice as it applies to macro practice. (COMP 6, 7, 8, and 9)
11. Identify methods for generalist social workers to promote social change and help empower minority groups in organizations and communities. (COMP 2, 3, 6, 7, 8, and 9)
12. Broaden one's own cultural experience and awareness by participating in local community activities outside of one's own culture and comparing to the existing professional and academic literature. (COMP 1)
13. Increase knowledge and understanding at the macro level of the prejudice and discrimination experienced by some groups of society, (e.g. people of color, women, gay and lesbian persons). (COMP 2, 6, 7, 8, and 9)
14. Understand and apply the basic values and ethical issues and questions particular to macro practice within the larger context of social work values and ethics and personal values. (COMP 1, 2, 3, 6, 7, 8, and 9)

**Course Requirements:**

**Class Attendance (60 points)**

Students are to be prepared weekly for discussion of assigned readings and remain ahead to facilitate class. Students are to participate in a collaborative manner, not in a dominating manner.

Regular class attendance is expected. This is a critical thinking class. Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions, and assesses conclusions. Absence from class does not excuse students from assignments due that class period.

Students may earn 2 “attendance” points per class period. Points are awarded for being in class and on time, for participation in discussions, and for general respect to fellow students and the instructor. This includes respectful words and behaviors, not using the cell phone during class, and listening quietly when another person is speaking. Attendance and participation is worth 60 points (4x15 wks. of class).

**Participation: (40pts)**

All students will submit approval forms for 2 cultural events (5x2=10pts), 1 approval form for 1X Community Meeting (5pts), and On-going community meeting (5pts). Students will also participate in classrooms assignments (20pts)

**Journal (100pts)**

- 1) Two “Other” Cultural experiences (2 different experiences): You are to identify, find and “attend”/“participate” 2 (two) activities that help you gain an understanding of other cultures (other than your own).
- 2) Community Activities Involvement: You are to locate and participate in two (2) different types of activities over the course of the semester that engage you in community activities that expand you beyond your own personal niches and realms of activity. These need to be approved by your instructor. This part of the project is designed to help you learn to locate resources/activities to broaden your awareness, to heighten your awareness of self and others, and to enhance your analysis skills. Your activities should include:
  - **One Community Activity that is Ongoing** (attend 2 times during semester). This should be something that is happening at the community governmental level (town council meetings, board of supervisors, strategic planning meetings, etc.).
  - **One Other Community Activity:** Another meeting or activity in the community. This is broad and can be of your choosing.
    - Fill out the attached sheet for my approval of your “activities”. **(Turn in your APPROVED approval forms with your journal. An experience will not count unless it has an approval sheet. In the journal place the approval sheet for each experience just prior to the experience you are describing.**

**Needs Assessment (100pts)**

This assignment is detailed on Blackboard and will be completed individually.

**Community Description (100pts)**

This assignment is detailed on Blackboard and will be completed individually

**Community Analysis (100pts)**

Students’ will work individually to complete the community analysis and will use the following guide to complete as the basis to build and outline to complete the assignment:

Part One

1. Physical boundaries of the community
2. Economic, environmental, demographic, and ecological factors such as terrain, natural resources, industry, population, income, transportation, rural component,
3. Services and facilities located in or serving the area – use of welfare council and agency service data, use of records and reports of city agencies and departments.
4. Major institutions affecting the community systems – governmental, religious, educational, etc.

#### Part Two

1. What are the attitudes of the residents toward the community system and what are their concepts of problems in the community?
2. What are the minority groups represented in the population? Do they participate in economic/political/social manner? What are the major problems of the group?
3. What is the typical lifestyle of the residents – recreation, needs, feelings, nutritional aspects, family cohesiveness, community cohesiveness, and problems in social functioning?
4. What are the social problems of the community?

***Be prepared to turn in drafts of the community analysis for collegial review and to present findings in class.***

#### **Grading Policy and Scale, Make-up Policy, Late Work:**

#### **Final Grades will be computed on a percentage % basis**

90 -100% = A

80 - 89% = B

70 - 79% = C

60 – 69% = D

0 – 59% = F

#### **Writing Expectations for Social Work Courses**

The following writing expectations will be required in SOWK 161 and all subsequent courses in the social work program.

Good writing is an important aspect of good social work. Knowledge and skills that are not demonstrated in logical, succinct, non-judgmental written language have little benefit for social workers. The reports that we write to judges, probation officers, schools, parents, social service agencies, and legislators reflect the important work that we do with clients. Written reports are a reflection of the agency and of the worker's competence. Poorly written assessments, reports, analyses, and recommendations hurt the reputation of the agency, the worker, and the profession. Poorly written paperwork can lead to loss of referrals, funding, and the disregard for the efforts and recommendations of the social work service provider.

The NASW Code of Ethics requires that social workers enhance their professional expertise. We are expected to contribute to the knowledge base of the profession. That means that we conduct research, whether it be a community analysis, program assessment, focus group, or experimental research. The Code also directs social workers to challenge social injustice. That means that social workers can be expected to write letters to legislators, newspaper editors, or community organizations.

Because of the importance of good writing, Concord's Social Work program will teach students how to write effectively. Students will be expected to translate their knowledge and skills into effective papers and reports. All papers are to be double spaced and use 12 point, Times Roman font. Papers are expected to be carefully edited with an absence of spelling and grammatical errors. Sentences and paragraphs should be concise and clear for easy reading and comprehension.

The American Psychological Association (APA) writing style is the accepted method for social work. The basics of APA will be taught in early social work classes, and students will be expected to continue to use this system in all social work papers. APA basics for all papers will include (but not limited to): title page, abstract, running head, page numbers, headings, citations, and a reference page. Students are expected to properly use numbers, quotations and avoid contractions.

**Make-up policy:**

Make up tests will only be given within one week of the missed test. Assignments submitted late will automatically receive 5 points deduction.

**Course Timeline (Schedule of Assignments/Assessments/Presentations)**

<b>Course Outline</b>	<b>Readings</b>	<b>Assignments</b>
Jan 15	Introduction – discussions of expectation begin discussions of field	
Jan 22	Community Assessment (Tool Box) Chapter 2 and 3	1 <sup>st</sup> Cultural Event Approval
Jan 29	Community Assessment (Tool Box)	Approval On-going Meeting
Feb 5	Communications to Promote Interest and Participation Ch. 6 and 7	
Feb 12	Cultural Competence and Spirituality in Community Building Ch. 27-29 (Tool Box)	Classroom Assignment
Feb 19	Leadership and Management Ch. 13-16 (Tool Box)	Classroom Assignment
Feb 26	Analyzing Community Problems CH. 17 - 19 (Tool Box)	One time meeting Classroom assignment
Mar 5	Generating, Managing, and Sustaining Financial Resources Ch. 42 – 44 (Tool Box)	Community Description
<b>SPRING BREAK MARCH 11 - 15</b>		
Mar 19	Grant Writing Chapter 12 and 13	
Mar 26	Chapter 17 and 18	

Apr 2	Community Assessment (sec 7) Chapter 21, 22, and 23	Journal Draft
Apr 9	Organizing for Effective Advocacy Chapter 21, 22, and 23	Needs Assessment
Apr 16	Evaluating Community Programs and Initiatives Chapter 24 and 25	
Apr 23	Chapter 26	Community Analysis Journal Due
Apr 30	Present Community Analysis and Needs Assessments	

**Final Exam:** May (if needed)

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**



Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-

5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**

**Miscellaneous (for example):**