

**WIDENER UNIVERSITY**  
**Center for Social Work Education**  
**SYLLABUS**

**SW 315 –ORGANIZATION AND COMMUNITY INTERVENTION, SPRING 2005**

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**Office Hours: By Appointment**

**COURSE DESCRIPTION**

This course is designed to prepare students for a macro practice experience with organizations and communities. This course builds upon the student's conceptual base and skills developed in SW 310 – Individual, groups and Family Intervention, by applying the application to macro practice. Students will develop a fundamental understanding of the knowledge, values and skills in organizing, planning and facilitating macro practice. This course will also introduce students to community needs assessments, inter and intra agency collaboration, community organizing, and analyzing human service organizations. Students will examine the influence of diversity on the helping process with regard to organizations and communities, and further develop their understanding of the role of social work values and ethics in the development of a professional identity. A major focus of this course will be on the service-learning component in which students will gain hands-on experience in the community. Service-learning calls on you to be an active learner and problem-solver, using both theoretical and experiential knowledge. The instructor serves as the facilitator of your learning process. The course will involve your exploration of questions the service experience raises for you. The objectives of this course will be achieved through field experiences, lecture, class presentations and discussions, guest speakers, reading and writing assignments, and experiential exercises.

**STANDARDS FOR ACADEMIC INTEGRITY**

Students must adhere to the Widener University policy on Academic Integrity as written both in the Undergraduate Student handbook (2002-2003) and the BSW Student Manual (2002-2003). The standard clearly outlines the fact that cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy and gives the penalties for any such violations. Students are advised to utilize the *Publication manual of the A. P. A 5<sup>th</sup> edition* (2001). *Washington, D.C.: American Psychological Association* as a resource for correct citation. In addition, it is a violation of the standards of academic integrity to either use or submit the paper of another student in order to complete the writing assignment(s) in a course. It is the responsibility of the student to be familiar with the Standards for Academic Integrity as outlined both in the Undergraduate Student handbook (2003-2004) and the BSW Student Manual (2003-2004).

## **COURSE OBJECTIVES**

1. To develop an understanding of the value base, code of ethics, and history of social work practice with human service organizations and communities.  
Curriculum Objective B1, B2, B6
2. To develop the ability to identify ethical issues that arise in working with human service organizations and communities.  
Curriculum Objective B1, B6, B7, B8
3. To understand the influence of community processes on human behavior and development.  
Curriculum Objective B4.
4. To demonstrate the ability to assess the strengths and needs of a particular organization and community.  
Curriculum Objective B7.
5. To develop the ability to incorporate critical thinking skills in assessing human service organizations and communities within the context of social and economic justice.  
Curriculum Objectives B3, B6, B8.
6. To develop the ability to utilize research findings and theoretical concepts in working with organizations, and communities, while increasing the students' familiarity with the historical context of the city of Chester, and gaining new perspectives on their community  
Curriculum Objective B2, B4, B8, B9.
7. To develop an understanding of the ways in which social work interventions with human service organizations and communities can be utilized to advocate for oppressed and disadvantaged populations and in service to the promotion of social justice.  
Curriculum Objectives B3, B5, B6, B7
8. To develop the ability to apply a generalist social work perspective in their work with various social systems including communities and organizations.  
Curriculum Objective B7, B6, B11.
9. To demonstrate ability to work with diverse and special populations in the context of social work practice with human service organizations and communities.  
Curriculum Objectives B11, B12
10. To understand the current impacts of social policies upon communities, community members and the delivery of services by human service organizations  
Curriculum Objectives B2, B5.

## **REQUIRED TEXTS**

Netting, Ellen F., Kettner, Peter M., McMurtry, Steven L., (2004). Social Work Macro Practice, 3rd Edition, Longman: New York

Required readings on relevant topics for each class session (Widener Library e-reserve)

## COURSE REQUIREMENTS

The course will be conducted as an intensive seminar. That is, students will assume active leadership roles in class. The course is taught through a combination of lectures, small and large group discussion, and experiential learning activities. Students are expected to attend all class sessions and to be an active participant in the class discussions. The class is based on the active participation of each student, which necessitates ongoing critical readings of and commentary on the text and assigned articles. Students are expected to have completed the required readings *before* class and ready to participate in class activities. Class attendance, participation, writing assignments, and community service are included in the final grading. **More than two unexcused absences will result in the lowering of a full letter grade.**

Participation in community service is required for the course. A major component of the course consists of students being involved in a project that provides meaningful service to the Chester community. This experience will enable students to engage in a different kind of learning. For many students, the community service experience will offer the opportunity to examine cultural differences including, but not limited to: race, class, religion, ethnicity, and age.

Grading will be based on your completion of the following assignments with proper grammar and correct spelling, listed here without regard to priority:

- A. Maintenance of weekly reflection papers which focus on assigned readings and community service experiences.
- B. Writing of a cultural autobiography.
- C. Design and presentation of the community asset analysis.
- D. Completion of a thorough and well thought out participant interview paper, 5-7 pages in length.
- E. Participation in a community service project.
- F. Attendance and participation in all class sessions.

## COURSE GRADING

Cultural Autobiography	15%
Reflection Papers	20%
Community Asset Project	15%
Participant Interview	15%
Class Attendance/Participation	15%
Final Paper	20%
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Total	100%

### **Social Work Program Evaluation: Designated Assignment Description**

As a part of the ongoing process of evaluating and improving our BSW/MSW programs at Widener, the faculty has selected certain course assignments for special attention. These “designated assignments” are intended to highlight the level of attainment of one or more of our Social Work program objectives. Specifically, your score on this assignment will be aggregated and averaged across all students who complete this assignment. This average score will serve as one (of several) ways that we know how well we are doing in meeting our program objectives. This course contains one of these “designated assignments”- the Service Learning Project Paper. Please approach this assignment as you would any other – to be a fair reflection of objective attainment requires that you treat the assignment as “nothing special”. Indeed, the only difference from any other project you will see is a second measurement score besides the assignment grade.

This score will range from 1 – 5. The score indicates your level of objective attainment as reflected in this project. The ratings indicate whether the level of objective attainment is

- 1 Unacceptable
- 2 Acceptable
- 3 Very good
- 4 Excellent
- 5 Outstanding.

Please be assured that your score is confidential. It will be used for statistical analysis only, and will NEVER be linked with your name anywhere other than on your returned assignment. Still, if you have any questions about the process, feel free to ask your instructor or call Stephen Kauffman, Ph.D at (610) 499-1284.

## COURSE ASSIGNMENTS

### *A. Reflection Papers:*

In order to participate fully in the discussions, you will need to prepare for each class by thoughtful reading of assigned material. The reflection papers demonstrate not only that you are preparing for class, but that you are pondering the issues. Reflection papers allow you to articulate ideas and arguments while you are reading and thus be better prepared to participate in discussions. They should allow you to apply what you are learning to life experiences and help you develop perspectives and insights about the harmony or dissonance between the theories and authentic experiences described in the readings and your own beliefs. The papers also provide a mechanism to explore ideas that are not necessarily covered in class or that you may be hesitant to assert verbally. At the beginning of the semester, we will form response groups, which will then provide an ongoing audience and forum for the exchange of ideas. Thus you will be writing for your own reflective, analytical purposes and for an audience of your peers (classmates) as well as for me. Periodically, questions will be provided to guide your thinking about the readings. Papers should be typewritten, include a minimum of four citations/references from the assigned readings, double-spaced, and at least 1-2 pages in length. You will be responsible for bringing two copies of your paper to class - one for your group members and one for the instructor on the due dates. You will have time in class to read and discuss each other's papers.

**You are expected to complete all ten Reflection papers. Papers will be handed in before each class meeting. Late papers will not be accepted.**

Grading Methods:

- √+: turned in on time and cited the week's reading
- √: on time and did not cite the week's reading
- √-: late and did not cite the week's readings
- Zero: if you do not turn in a reflection paper

### *B. Cultural Autobiographies (5 pages maximum):* (Defining Your Own Community)

The autobiography asks you to describe and analyze what contributes to your view of your community. Before we can fully understand the cultural experiences of others, it is important to understand ourselves. You are asked to discuss those aspects of your life that have most influenced your sense of community and identity. As you reflect, consider what attitudes and beliefs about the world around us influence who we are. You should include the influences of your ethnic or cultural heritage, demographic location, your ethnicity, gender, economic situation, sexual orientation, cultural background, nationality, etc. You should also discuss people, events, and/or experiences that have shaped the cultural person you are. Lastly, papers should focus on exploring your sense of self and identity in the context of family, community, education, and/or world. Ultimately, it is **your** story that you are telling and may be written in a voice and style that

is comfortable for you. Our stories will help to illuminate the way we organize and understand our experiences. The autobiography is not meant to be a chronological report of the major events in your life, but should highlight the major themes of your life that have helped to determine who you are. Depth is more important than breadth so you should not try to be exhaustive and cover everything. The paper is designed to be a conscious starting point for ongoing reflection about our academic experiences and the intersections of race, class, and identity. Papers should include the following information:

- \* Write the name of the community that you belong to, or identify with (your community during high school experience):
- \* What type is your community (industrial, residential, service, commercial)
- \* What are the demographics of your community:
  - Population
  - Income per capita \$
  - Racial make-up
  - Socioeconomic (Poor- middle- upper class)
  - Political affiliations
  
- \* Identify, in your opinion, some of the dominant values that are shared with people in the community.
- \* Describe the distinguished/unique characteristics of your community.
- \* Briefly, discuss some of the historical background of your community.
- \* Assess the nature of interaction (communication) among different racial groups in your community.
- \* What is the political structure (representation) in your community (county- city council etc.).
- \* Identify the major institutions (organizations) in your community (factories- hospitals- attraction sites).
- \* Describe some of the problems that your community deals with and what may be the factors contributing with these problems (unemployment- substance abuse- teen pregnancy etc.)
- \* Identify some of the methods (strategies) that the community uses to deal with these problems.
- \* Identify some of the formal - informal organizations in the community that are involved in dealing with these programs.
- \* Reflect on this exercise and identify some issues that you may want to add in relation to defining your community. (general comments).

The purpose of this assignment is threefold. First, it will begin to focus your thinking about issues of cultural diversity and the manner in which they are lived. Second, it will provide you the opportunity to explicitly name your own position in culture and society, a crucial prerequisite to understanding the perspectives and positions of others. Finally, because we will be sharing our autobiographies with each other, this process will allow everyone in the class to develop a sense of “you” – your academic experiences, what you have been through, and where you stand.

**Cultural Autobiographies Due: February 10, 2005**

*Community Asset Analysis:*

Early during the semester, students will work in small groups to do an oral presentation that focuses on the strengths and resources of the community where the service experience is held. For this assignment, students will investigate the assets of the community from the perspective of program participants, agency representatives, religious institutions, etc. (See handout for more specific information on this assignment.)

**Community Asset Analysis Due: March 3, 2005**

*Participant Interview:*

The participant interview paper will be your written profile of the life experiences of a person from the organization you are mentoring, based on an interview with your life-story partner. Please include the following documentation in your paper: describe the nature of interaction between the agency/organization and the community; identify type of client served by the Service/Community (age group- gender- ethnicity social class); describe the type of partnership between the agency and the community (formal- informal); discuss how the client learned/informed about the service; benefits and challenges from their participation in the program; future plans/career goals; and how the client is involved in shaping the nature of the service/program. The paper should include an interpretive section with your comments about ways this life story illuminates and/or challenges what you have learned in the course. Papers should be typewritten, include citations/references from the readings, double-spaced, and at least 3-5 pages in length.

**Participant Interview Paper Due: April 7, 2005**

*Final Paper:*

The final paper will reflect the integration of the readings, field experiences, and reflection papers on best practices in college preparatory programs. Papers should also include your major lessons learned from the community service experience and the role of social work intervention. Identify your personal views on the service-learning experience (both pros and cons). Papers should include the following information:

- Literature review on college-bound/readiness programs.
- Describe the relevancy of the service learning experience to the community and organizations class objectives.
- Identify, based on your own views, what you have learned from the experience
- Describe how the experience changed/influenced/challenged your value system
- Describe, based on the service learning experience, the purpose and goals and the contribution of social work as a profession
- Discuss how your sense of social work professional identity has been influenced by this experience
- Present recommendation for enhancing the service learning experience in the future.

Papers should be typewritten, include a minimum of five citations/references from external class sources/readings, double-spaced, and at least 5-7 pages in length.

**Final Papers Due: May 5, 2005**

*Service Learning Project*

As a course that includes a “service learning” methodology, students will be provided with learning opportunities through their engagement with the community – not simply through traditional learning methods such as lectures or library research. At the same time, work with the community is intended to result in tangible programs of value to the city. Students will be volunteering with *Next Steps*, a new program which aims to provide high school students enrichment activities to prepare them for academic and professional success. Program participants will meet monthly with social work students to create and monitor action plans. Tutoring, study skills, academic advising, career development, and financial aid courses will be offered by the Wellness Center staff and social work students. Additionally, social work students will function as “coaches,” to provide one-on-one mentoring and motivational workshops (curriculum created by the Wellness Center).

Through the Service- Learning initiative, students will be able to understand the various needs of the community, and how certain demographics, historical, economic and political factors influence the definition of these needs, as well as, the ability of the community and existing organizations to identify resources to meet these needs. By working in one type of service/program within the community, students will be able to examine the characteristics of the service/program and the nature of interaction between the agency and the community. This project intends to achieve the following objectives:

1. To help students understand the complexity of issues that influence the community and organizations social functioning;
2. To understand the process of identifying community needs and the obstacles that may hinder the satisfaction of these needs;
3. To gain the ability of analyzing social problems and utilize scientific methods in applying critical thinking skills in order to understand them;
4. To realize the influence of the service/program activities on the client systems;
5. To understand the dynamics and culture within the organization and community and their effects on achieving effective interaction between them;
6. To acquire social work practice skills in working with organizations and communities;
7. To realize the integration between micro and macro level of social work practice; and
8. To understand the impact of certain policies on the service/program's ability to achieve its goals.

**Students will be required to fulfill a minimum of 20 hours (two hours weekly) of community service during the semester. Field experiences will begin the week of February 14<sup>th</sup>.**

## COURSE SCHEDULE

<p><u>Session 1: January 20</u></p>	<p><b>Introduction &amp; Semester Overview</b></p> <p>Class exercise: Rotating Trios  Review of Syllabus  The Concept of Service-Learning  Reflection Activity</p>
<p><u>Session 2: January 27</u></p> <p><b>Reflection Paper One Due (2 copies)</b></p>	<p><b>Overview of Program Participants and High School Enrichment Programs/Activities</b></p> <p><b>Guest Speakers:</b> Kate Blackburn and Bilal Taylor, The Wellness Center  Elaine Upton-Green, Chester Education Foundation</p> <p><b>Assigned reading:</b> Gugerty, C., &amp; Swezey, E. (1996). Developing campus-community relationship (Chapter 4). In B. Jacob &amp; Associates. Service Learning in Higher Education. San Francisco: Jossey-Bass Publisher</p> <p><b>Article:</b> “The New Mentor”</p>
<p><u>Session 3: February 3</u></p> <p><b>Due: Reflection Paper 2 (2 copies)</b></p>	<p><b>Introduction to Macro Practice in Social Work</b></p> <p><b>Assigned Reading:</b> Netting et al., (2004): Social Work Macro Practice. Chapter 1: "An Introduction to Macro Practice in Social Work" In Netting, et.al.</p> <p><b>Article:</b> Chapter 2: “Theoretical and Conceptual Frameworks for Generalist Practice” In Poulin and Contributors (2000)</p> <p><b>Article:</b> Jacob, B. (1996). Principles of Good Practice in Service-Learning (Chapter 2). In B. Jacob &amp; Associates. Service learning in higher education.</p> <p><b>Guest Speakers:</b> Social Work Students Share Community Service Experiences</p>

<p><u>Session 4: February 10</u></p> <p><b>Cultural Autobiography Due (4 copies)</b></p>	<p><b>The Chester Community and Community-Based Research</b></p> <p><b>Assigned Reading:</b> Chapter 5 Understanding Communities, Netting, et.al.  <b>Article:</b> “Origins and Principles of community-based research”, Strand, et.al.  <i>Chester Community Tour:</i> Jim Ley, Unity Center</p> <p><b>Community Service Project Begins</b></p>
<p><u>Session 5: February 17</u></p> <p><b>Due: Reflection Paper 3 (2 copies)</b></p>	<p><b>Examining Personal and Socio-cultural dimensions of community</b></p> <p>Cultural Autobiography Discussion (Small groups)  Review of Chapter 5: Understanding Communities and community-based research article</p> <p><b>Video: Free in Deed</b>  Review Community Asset Analysis Assignment</p>
<p><u>Session 6: February 24</u></p> <p><b>Due: Reflection Paper 4 (2 copies)</b></p>	<p><b>Social Work Practice with Communities</b></p> <p><b>Assigned Reading:</b> Chapter 6: Analyzing Communities, Netting, et.al.  <b>Article:</b> Chapter 4: “Planning Collaborative Social Work” In Poulin &amp; Contributors, 2000</p>
<p><u>Session 7: March 3</u></p> <p><b>Due: Community Asset Analysis</b></p>	<p><b>Illuminating Community Assets</b></p> <p>Small group presentations on community asset analysis</p> <p><b>Assigned reading:</b> Chapter 3: Understanding community and organizational problems, Netting, et.al.</p> <p><b>Article:</b> “Why do community-based research?: Benefits and principles of successful partnerships” Strand, et.al.</p> <p><b>Article:</b> “Generalist Practice with economically disadvantaged clients and communities” In Poulin and Contributors (2000)</p>

<p><u>Session 8: March 17</u></p> <p><b>Due: Reflection Paper 5</b></p>	<p><b>Urban Education</b></p> <p><b>Assigned Reading:</b> Chapter 4: Understanding Populations, In Netting, et.al.</p> <p><b>Article:</b> “Urban education and the “Truly Disadvantaged””: The historical roots of the contemporary crises, 1945-1990 (Kantor and Brentzel)</p>
<p><u>Session 9: March 24</u></p> <p><b>Due: Reflection Paper 6 ( 2 copies)</b></p>	<p><b>Urban Education</b></p> <p><b>Article:</b> “”Why urban adolescents drop into and out of public high school” (Michelle Fine)</p> <p><b>Article:</b> “Race, social class, and educational reform in an inner city school” (Jean Anyon)</p> <p><b>Video:</b> Children in America’s Schools</p>
<p><u>Session 10: March 31</u></p> <p><b>Due: Reflection Paper 7 (2 copies)</b></p>	<p><b>The Human Service Organization: The Wellness Center as a Case Study</b></p> <p><b>Assigned Reading:</b> Chapter 8: Analyzing Human Service Organizations, In Netting, et.al. Austin, Michael J. &amp; Lowe, Jane Isaacs. (1994).</p>
<p><u>Session 11: April 7</u></p> <p><b>Due: Participant Interview Paper</b></p>	<p><b>Changing Macro-Systems: Part I</b></p> <p><b>Assigned reading:</b> Chapter 9: Building support for the proposed change, In Netting, et.al.</p> <p>Participant interview presentations</p>
<p><u>Session 12: April 14</u></p> <p><b>Due: Reflection Paper 8 ( 2 copies)</b></p>	<p><b>Changing Macro-Systems: Part II</b></p> <p><b>Assigned reading:</b> Chapter 10: Selecting appropriate strategies and tactics, In Netting, et.al.</p> <p><b>Article:</b> “Macro-level Intervention” In Poulin and Contributors (2000)</p> <p>Participant interview presentations</p>
<p><u>Session 13: April 21</u></p> <p><b>Due: Reflection Paper 9 (2 copies)</b></p>	<p><b>Changing Macro-Systems: Part III</b></p> <p><b>Assigned Reading:</b> Chapter 11: Planning, implementing, monitoring, and evaluating the intervention, In Netting, et.al.</p>

<p>Session 14: April 28</p> <p><b>Due: Reflection Paper 10 ( 2 copies)</b></p>	<p><b>Final Session: Best Practices of College-Bound Programs</b>  Course Evaluation/Reflections</p> <p><b>Guest Speakers:</b> Cynthia Jetter, Swarthmore College, Director Upward Bound Program  Michael Robinson, TRIO Overview</p>
<p><b>Final Papers Due: May 3rd</b></p>	

### **BSW CURRICULUM GOALS AND OBJECTIVES**

**Goal 1: To promote the adoption of values and ethics that support social caring, economic justice and knowledge development.**

- B1. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (EP 3.0.2)
- B2. Understand and interpret the history of the social work profession and its contemporary structures and issues. (EP 3.0.5)
- B3. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (EP 3.0.4)

**Goal 2: To develop the professional knowledge and skills needed to engage in effective agency-based social work practice.**

- B4. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (EP 3.0.7)
- B5. Analyze, formulate, and influence social policies. (EP 3.0.8)
- B6. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (EP 3.0.12)
- B7. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes. (EP 3.0.M6)

**Goal 3: To promote critical analysis and the use of multiple ways of knowing to inform the art and science of their social work practice.**

- B8. Apply critical thinking skills within the context of professional social work practice. (EP 3.0.1)
- B9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (EP 3.0.9)
- B10. Use supervision and consultation appropriate to social work practice. (EP 3.0.11)

**Goal 4: To strengthen cultural sensitivity and the ability to work effectively with diverse populations and a wide range of client systems.**

- B11. Use communication skills differentially across client populations, colleagues, and communities. (EP 3.0.10)

B12. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender identity, and sexual orientation. (EP 3.0.3)