

Syllabus for  
**SWK 404—Social Work Practice IV**  
2 Credit hours  
Fall 2013

I. COURSE DESCRIPTION

This is the fourth practice course in the generalist social work sequence that builds upon the other practice courses SWK 331, SWK 332, and SWK 333. The focus is on taking the problem-solving model in a systems framework and applying it to working on the macro or community level of social work practice. Special emphasis is given to the roles of broker, advocate, and planner for service provision for various client systems. Students engage in a community project during the duration of the semester.

Prerequisites: SWK 331; SWK 332; SWK 333.

II. COURSE GOAL

Practice IV's goal is to take the generalist social work framework and make application to client systems on the macro level. Students practice skills in data gathering, assessment, and intervention planning on the macro level.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Upon successful completion of this course the student will be able to do the following:

1. Discuss generalist social work skills as applied to macro practice: engaging, assessing, intervening, and evaluating (week 1 and following).
2. Discuss the historical roots of macro practice in its contribution to the social work profession and social work with oppressed populations; (week 2).
3. Relate social work values and NASW Code of Ethics to macro practice; (week 3).
4. Identify the target population including: community boundaries, values, social problems, oppression, community power structure, and resource control; (week 4).
5. Discuss analysis of the human service system, informal and formal service delivery, and linkages; (week 5).
6. Identify funding sources including non cash and client resources, agency environmental relations, and analysis of the human service organization; (week 7).
7. Explain problem analysis and formulating the intervention hypothesis; (week 9).
8. Discuss developing the intervention strategy, systems involved, change readiness, approaches to change, political issues, determining the cost, assessing support, and setting goals and objectives; (week 10).
9. Select appropriate tactics for intervention (collaboration, campaign, contest) and preparing a plan; (week 11).
10. Discover principles appropriate to working with community groups taken from *Promoting Community Change*, by Homan; (weeks 2-12).
11. Practice generalist skills to help with organizational efforts in a Tulsa community. (weeks 2-15).
12. Discuss community development from a global perspective.

B. Unit Objectives

Upon successful completion of this course the student will be able to do the following:

1. Appropriate social work skills to performing the community development project.
2. Write a reflection paper describing the community project and student's role.
3. Complete the midterm and final examinations.
4. Provide email responses to articles provided by the professor.
5. Attend 2 NASW and 2 general community meetings and provide reflection papers.

C. Social Work Program Competencies

By completing this course, students will have the opportunity to successfully engage self in the following CSWE and ORU Social Work Program Competencies.

1. Competency 1; Professional Identity
2. Competency 2; Ethical Principles
3. Competency 3; Critical Thinking
4. Competency 4; Diversity
5. Competency 5; Human Rights and Justice
6. Competency 6; Research
7. Competency 7; HBSE
8. Competency 8; Policy Practice
9. Competency 9; Practice Contexts
10. Competency 10; Engage, Assess, Intervene, Evaluate
11. Competency 11: Spiritual Integration

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Homan, Mark S. (2008) *Promoting community change*. (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Other reading material for the class:

Pollard & Boatwright (2002) *Economic Development of Riverwood* (student senior paper project)

Endicott & students (2007) *Making Community Change Real for Students* (2007 NACSW & 2008 NASW-OK presentations)

Tulsa Planning Department (2008) *Riverwood Neighborhood Plan Update: Phase One—Infrastructure*

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

## B. Course Policies and Procedures

### 1. Evaluation Procedures

- a. The student's evaluation is based on the following
 

Community Development project	100	
Reflection Paper related to development project	50	
Midterm Exam	100	
Final Exam	100	
E mail reactions (5 X 10 pts each)		50
Attendance at 2 NASW meetings	50	
Papers on 2 community meetings attended	<u>50</u>	
Total	500	
- b. The following grade scale applies
 

A	450-500
B	400-449
C	350-399
D	300-349
F	0-299
- c. Papers are due on their respective due dates. Late papers are assessed five points per day penalty.

### 2. Whole Person Assessment Requirements

- a. The student must submit their Community Development and Reflection Paper related to the community project and Final Examination as artifacts for the ePortfolio requirement for the class.
- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

3. Other Policies and Procedures
  - a. Course Structure—This course meets one class session per week for a total of 100 minutes excluding assignments.
  - b. Community planning projects—students will work on one community planning project: 1) assist with organizing a neighborhood association in the Riverwood community of South Tulsa; 2) participate in Veterans Initiative Listening Conference; or 3) another opportunity provided by the professor.
  - c. Meeting attendance—students will attend 2 NASW meetings and two additional meetings in the community (i.e., City Council, School Board, SPNCF Board) and write a paper describing activities and perceptions of the meetings attended.
  - d. Email reactions—students will respond to five current issues related to community planning for 10 points each.
  - e. Examinations—Two examinations, a midterm and final, are given.
  - f. All missed exams must be made up by the end of the week following the originally scheduled exam.
  - g. Excused Misses—No fees or points are deducted for legitimate excuses from Administration, Physician, Nurse, or Professional Counselor.
  - h. Unexcused Misses—The makeup exam must be processed on the appropriate form with payment of late fee prior to taking the exam.
  - i. Pop Quizzes—No pop quizzes are given; however, students are expected to have read assigned material before the class for which they are due.
  - j. Cheating/Plagiarism—Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University. Any student suspected of plagiarism receive no points for that written assignment with no opportunity for a makeup. Additionally, he or she face possible disciplinary action by the University. All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
  - k. Changes—Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
  - l. Office Hours—Office hours are announced in class. If the student cannot make the hours, see the instructor after class or leave a message on voice mail with contact times. An appointment can be arranged.
  - m. Students are expected to attend classes and to participate in class activities and discussion. Consequently, good attendance is rewarded by adding five points to the student's final score if he or she has no unexcused absences.
  - n. The student who has one-to-two unexcused absences receives no point penalties. The student who has more than two unexcused absences has a five-point deduction from his or her final score for each absence beyond two.
  - o. Three tardies are treated as one unexcused absence.

## VI. COURSE CALENDAR

### Week 1

1. Assignments Due-Homan: Chapter 1
2. Activities-Lecture/Discussion

3. Topics
  - a. Understanding the Challenge to Change
  - b. Empowerment, cultural awareness, community as client, community involvement, improving service delivery

#### Week 2

1. Assignments Due-Homan: Chapter 2
2. *Economic Development of Riverwood*
3. Activities-Lecture/Discussion
4. Topics
  - a. Theoretical frameworks for community change
  - b. Healthy communities, system theory and communities, organizing for community change, models of community development
  - c. Application of community work globally (Missions application)

#### Week 3

1. Assignments Due-Homan: Chapter 3
2. Activities-Lecture/Discussion
3. Topics
  - a. Relating Community Change to Professional Practice
  - b. Views of social welfare, traditional approaches, professional values, systems perspective, skills needed
  - c. NASW Code of Ethics applied to community work

#### Week 4

1. Assignments Due-Homan: Chapter 4
2. *Making Community Change Real for Students*
3. Activities-Lecture/Discussion
4. Topics
  - a. Putting Yourself in the Picture
  - b. Recognize the need for action, take action, developing sanction, integrating change efforts with job responsibilities, maintaining credibility

#### Week 5

1. Assignments Due-Homan: Chapter 5
2. Activities-Lecture/Discussion
3. Topics
  - a. Knowing your community
  - b. Studying the community, identifying needs

#### Week 6

1. Assignments Due-Homan: Chapter 6
2. Activities-Lecture/Discussion
3. Topics
  - a. Power
  - b. Understanding power, building a power base

#### Week 7

1. Assignments Due-Homan: Chapter 7
2. *Riverwood Neighborhood Plan Update: Phase One--Infrastructure*
3. Activities-Lecture/discussion

4. Topics
  - a. Powerful planning
  - b. Basic planning elements, obstacles to planning

Week 8

1. Assignments Due-Homan: Chapter 8  
Exam 1
2. Activities-Lecture/discussion
3. Topics
  - a. People—the most valuable resource
  - b. Working with volunteers, cultural competency
  - c. Exam 1

Week 9

1. Assignments Due-Homan: Chapter 9
2. Activities-Lecture/discussion
3. Topics
  - a. Raising other resources
  - b. Fund raising, grant writing

Week 10

1. Assignments Due-Homan: Chapter 10
2. Activities-Lecture/discussion
3. Topics
  - a. Getting the word out
  - b. Making efforts known, communication techniques

Week 11

1. Assignments Due-Homan: Chapter 11
2. Activities-Lecture/discussion
3. Topics
  - a. Building the organized effort
  - b. Building the organization along, stages of organizational development

Week 12

1. Assignments Due-Homan: Chapter 12
2. Activities-Lecture/discussion
3. Topics
  - a. Taking action—strategies and tactics
  - b. Action strategies and assessing which to use

Week 13

1. Assignments Due-Homan: Chapter 13
2. Activities-Lecture/discussion
3. Topics
  - a. Looking at the context
  - b. Understanding neighborhoods, assets, liabilities

Week 14

1. Assignments Due-Homan: Chapter 14

2. Activities-Lecture/discussion
3. Topics
  - a. Assisting formal organizations
  - b. Organizational behavior

Week 15

1. Assignments Due-Homan: Chapters 15 and 16
2. Activities-Lecture/discussion
3. Topics
  - a. Lobbying for Change
  - b. Understanding the legislative process, engaging in the lobbying effort

## Course Inventory for ORU's Student Learning Outcomes

### SWK 404 Social Work Practice IV (Community) Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		x		
1B	Sensitivity to the Holy Spirit		x		
1C	Evangelistic capability			x	
1D	Ethical behavior	x			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	x			
2B	Information literacy		x		
2C	Global & historical perspectives	x			
2D	Aesthetic appreciation	x			
2E	Intellectual creativity	x	x		
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			x	
3B	Physically disciplined lifestyle		x		
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	x			
4B	Interpersonal skills	x			
4C	Appreciation of cultural & linguistic differences	x			
4D	Responsible citizenship	x			
4E	Leadership capacity		x		