Practice Skills ---- Macro

Purpose:
This course is the second of four practice courses in the undergraduate social work program. The course builds on the generalist social work perspective presented in SW 381. It focuses on asset-based macro practice theory and basic skills associated with working in local neighborhoods and institutions.

Macro practice highlights the empowerment or “energizing” of groups at risk through the promotion of social and economic justice. Social and economic justice can be promoted through direct action by community member or indirectly through the development of social service programs and changes in social policy. The asset-based approach allows the generalist practitioner to facilitate community empowerment through relationship building and local resource mobilization. From a generalist perspective social workers recognize the impact of the social and physical environment on client systems. As such generalist social work practitioners must be able to intervene professionally in micro, mezzo and macro systems. Macro practice includes service development or delivery on behalf of client systems in neighborhoods, organizations and communities.

Course Objectives

Knowledge:
- Define macro practice and its relationship to generalist practice.
- Describe the historical context of macro practice in social work.
- Describe the basic value and knowledge base of macro practice.
- Define community.
- Describe a framework for practice with communities and organizations with regards to evidence based practice.
- Discuss the importance of macro practice to empowering diverse and oppressed populations.

Skills:
- Describe and define the needs and strengths of a local neighborhood.
- Facilitate the interaction between local neighborhood citizens and local institutions.
- Plan a neighborhood meeting.
- Develop a basic macro-level intervention for a local neighborhood.
• Identify an issue that needs to be addressed, the existing services that attempt to address the issue and the gaps in the existing service.

Values:
• Seek to increase civic engagement.
• Appreciate the importance of neighborhood resident involvement.
• Strive for partnerships and collaboration.

Outcomes:
• Prepare students for effectively engaging the community in its’ own strategy and input for improvement incorporating evidence based practice.
• Provide students with macro perspective before beginning field work.

Weekly Assignments

Aug 30
Social Capital
• Bridging and bonding capital
• Altruism
• Philanthropy
Reading Putnam p. 1-28
p. 116-133

Sept 6
Civic Engagement
• Civic participation
• Informal social connections
• Reciprocity, honesty and trust
Reading Putnam p. 48-64
p. 93-115
p. 134-147
p. 277-284

Sept 13
Approaches to Community Building
• Powerlessness
• Contrasting models of organizing and development
• Social service approach
• Life of how wage earners
Reading Rubin Ehrenreich p. 1-18
p. 1-119

Sept 20
Role of Social Service Agencies
• Needs vs. strengths
• Agency function and structure
• Poverty as a sustainable condition
Sept 27

History of Neighborhood Organizing
- Radical organizing
- 1960’s activism
- 1980’s backlash

Reading  Rubin  p. 139-144

Sept 27  1st Quiz

Oct 4

Empowerment for Collective Action
- Disempowerment through self-blame and learned inefficacy
- System bias
- Framing the agenda
- Building power

Reading  Rubin  p. 61-74

Macro intervention strategy paper due Oct 4th.

Oct 11

Understanding Community
- Building community within neighborhoods
- Ethnicity and multiculturalism
- Constructing communities of interest

Reading  Rubin  p. 75-90
Putnam  p. 148-182

Oct 18

Community Research
- Importance of research
- Data gathering techniques
- Participatory action research
- Evidence-based practice
- Focus groups

Reading  Putnam  p. 287-335
Rubin  p. 145-167

Oct 25

Mobilization
- Political participation
- Resource mobilization
- Mobilization models

Reading  Rubin  p. 251-290
Nov 1  Building organizational and agency capacity
- Building and maintaining democracy in organizational structure
- Incorporating
- Choosing a Board of Directors
- Managing staff
- Securing funding
Reading Rubin p. 192-212

Nov 1  2nd quiz

Nov 8  Participatory meetings
- Characteristics of good meetings
- Decision making
- Stimulating ideas
- Handling conflict
Reading Rubin p. 213-229

Nov 15  Social Action model
- Perceptions and realities of power
- Tactics
- Means and ends
Reading Rubin p. 320-346

Confrontational approaches
- Litigation
- Direct action
- Mass mobilization
- Economic tactics
Reading Rubin p. 270-290; p. 348-365

Nov 22  Campus Closed - No Class

Nov 29  Social Production model
- Community based social production organization
- Community development corporations
- Economic and job creation projects
- Social services
- Education
- Consensus Organizing
Reading Rubin p. 387-432
Internet search: Consensus Organizing
Dec 6

Group Presentations

Community Participation Paper due Dec 6
Reading Putnam p. 402-414

Course Assignments

1. Macro Intervention Strategy Paper
Each student will pick an issue of interest to them that effect San Diego communities e.g. AIDS, foster care, drug prevention, homelessness, crime, teen pregnancy, etc. You are to design a program that addresses the issue while building social capital and tapping the assets and strengths of the community. Incorporate all relevant strategies discussed in class and contained in readings. The paper should be 5-7 pages in length, 12 point font and 1-inch margins.

Due October 4th. 30% of the final grade.

2. Quizzes
There will be two quizzes which will contain one short essay question to be answered in class without using notes or reading materials. The questions will be drawn from the required readings. Each quiz is 10% of the final grade. The 1st quiz Sept 27th will be based on readings from the 1st four classes. The 2nd quiz Nov 1st will be based on readings from 5th through 8th class.

3. Community Participation Paper and Presentation
Many neighborhood based organizations involve community residents in their efforts. The student groups will select an organization, interview staff about the efforts to involve the community, attend an actual community meeting, and debrief with an agency representative afterward. Each student will write a paper on their experience comparing the concepts in class discussion and reading to the reality they experienced. The paper is due December 6th. Each group will make an oral presentation, 10 minutes in total length, highlighting lessons learned. Group presentation is 10% of the final grade. Individual paper 30% of the final grade.

Gaining macro practice skills is a very serious process that requires thought, analysis and inquisitiveness. Students are expected to be prompt, alert and respectful to fellow students’ comments and contributions. Class participation is 10% of the final grade.

Criteria for grading written assignments

1. Content. Assignment is accurate, comprehensive, and documented appropriately. Ideas are adequately supported.
2. Clarity. Ideas are focused and stated specifically. Vague references and rambling are avoided.
3. Articulation. Assignment is free of spelling, grammatical and punctuation errors. Fragmented or run-on sentences are avoided.
4. Organization. The specific requirements of the assignment are accomplished.
Grading Policies

Undergraduate grades, as per University policy, are:
A - outstanding performance
B - praiseworthy performance
C - satisfactory performance (the most common undergraduate grade)
D - minimally passing
F - failing

1. Undergraduate Guidelines:
   1. Grades of A or A- are reserved for student work that is judged to be outstanding. The work demonstrates excellent mastery of content, and also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.
   2. A grade of B is given to work that is judged to be praiseworthy. This grade denotes that a student has demonstrated a sound understanding of the material being tested in the assignment, and has demonstrated a moderate level of complexity or creativity in his/her approach to the assignment. The degree to which the student demonstrates this complexity or creativity determines whether he/she receives a B+ or a B-.
   3. A grade of C+ denotes that a student's grasp on the content and expectations of the assignment is more than satisfactory.
   4. A grade of C is given to student work that meets the requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.
   5. A grade of C- denotes that a student's performance was less than satisfactory on an assignment, reflecting a less-than-satisfactory grasp of content and/or expectations.
   6. A grade of D is given to work that is judged to be minimally passing. It reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
   7. Grades of D- or F denote a failure to meet minimum standards, reflecting serious deficiencies in a student's performance on the assignment.

Macro Intervention Strategy Paper 30%
1st quiz 10%
2nd quiz 10%
Community Participation Paper 30%
Group presentation 10%
Class attendance and participation 10%

Late Papers
Papers late 1-7 days will be accepted but will be graded one full grade lower. Example: A to B, B to C, or C to D.

Textbooks


Bibliography


