



**LOUISIANA STATE UNIVERSITY – Baton Rouge
SCHOOL OF SOCIAL WORK**

**Social Work 7506: Community and Agency Context for Direct Practice
(3 credits)**

Section 1, Mondays 8:30 – 11:30 am

Section 3, 4:00 – 7:00 pm

Fall, 2004

Instructor: Dr. Priscilla (Lilly) Allen

Office hours: Mondays: 11:30-12:30 and 3-4:30, also by appointment

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I. PREREQUISITES

Successful completion of foundation year of course work, majors only, and credit for or concurrent registration in SW 7501, 7502, 7503, 7504, and 7505.

II. COURSE DESCRIPTION

This is one of a two-course, advanced practice set of courses in the M.S.W. program. The course focuses on expanding and deepening students' knowledge and professional abilities with respect to the theoretical perspectives, empirical evidence, ethical considerations and practice methods and skills necessary to effect change on organizational, political, economic, and social levels for the benefit of clients with whom they work directly.

Emphasis in this course is placed on the following components: a) the relevance of organizations and contextual forces to clients' lives and to the conduct of practice in agency and community settings, b) theoretical and knowledge perspectives that provide a basis for changing political, economic, social, and organizational policies, practices, and conditions; c) examination of purposes, sponsorship, and values and that shape and define organizational structures and political bodies, and thereby the quality of direct service clients receive; d) analysis and assessment of structures and systems as foundation for in-depth understanding of contextual factors relevant to evaluation of vulnerable clients and,

further, as foundation for planning, implementing, and evaluating contextual change that directly benefits clients; and e) methods and strategies that are shown effective in producing change in the context-structures that serve as barriers and pathways to improve client functioning.

Building upon the overall framework for work with various groups (task, treatment, and community groups) as well as organizational and community theory and practice developed in the first year Foundation Practice II course (SW 7006), students will be exposed to contextual factors that effect the nature and quality of human services such as social service organization intra- and inter-structures; community social service infra-structures; service program planning and design. In addition to expanding upon theories introduced in the first year of the curriculum, this course will include in-depth examination of organizational theories including classical, scientific, neoclassical, contingency, and humanistic theories; and organizational designs including bureaucracies, complex organizations, and flat organizational structures. SW 7506 provides the advanced cognitive, skill and value content for an educationally-focused, co-requisite field practicum (SW 7502), where theories and perspectives from the classroom are reinforced in a supervised, advanced practice setting.

Advanced Context-based Practice will prepare students to function at a level of mastery as knowledgeable practitioners and committed participants in change efforts designed to modify and make more responsive the organizational, political, economic, and social contexts that effect the well-being of a range of client populations in direct practice settings, with special reference to the most those most vulnerable and impoverished.

Rationale for the course: All of human society is composed of a construction of interlocking systems and structures, from the family to the most complex service, social, and political systems. Given licensing standards, it is within a range of public and private human service organizations and agencies that program graduates will begin their professional practice in Louisiana and other states. To accomplish best aims for clients, social workers must have requisite knowledge and skill to work efficiently and effectively with clients, and they must be cognizant and capable of professional methods and strategies used in mezzo and macro practice to shape larger contexts which act as barriers and pathways to clients' fulfilling human needs and aspirations.

III. COURSE OBJECTIVES

Upon completion of the course, students will:

- a. Have ability to integrate values and ethics of the profession into critical thinking and professional decision-making relevant to change efforts designed to shape contextual structures and forces to more responsively serve clients' interests.
- b. Understand and be able to express in culturally competent practice the effect of diversity on the culture of service organizations, social institutions, and contextual forces effecting agency functioning and service quality.

- c. Have knowledge of and skill in identifying and applying empowerment strategies designed to confront social injustice, institutionalized racism, sexism, ageism, and oppression.
- d. Have understanding and ability to transfer knowledge about risk-factors and predictors for vulnerable populations as a method for assessment, planning intervention, and evaluating outcomes of change efforts intended to achieve social and economic justice outcomes for clients within a broad and deep range of agency, political, and social contexts.
- e. Have knowledge and skills required to analyze and interpret how divergent values perspectives influence social justice, stakeholders, and funding in community, and service program and organizational (including faith-based organizations) development.
- f. Demonstrate ability to plan developmentally appropriate and sensitive service delivery systems and programs that are based on sound theoretical and empirical evidence of desirable outcomes to serve needs of a diverse range of clients.
- g. Have ability to integrate knowledge from across the curriculum to conduct thorough analysis of human service organizations, perform thorough assessment of social service organizations, and develop well-organized strategic plans for program and organizational development.
- h. Have understanding of models of organizational theories and design as a basis for a) assessing organizations and inter-organizational relationships and impact on specific client populations, b) planning interventions designed to effect mezzo and macro-level change within and between organizations, c) developing specific techniques and strategies for implementation, d) evaluation of change effort outcomes.
- i. Have ability to identify and fulfill a range of social work roles required to integrate direct and context-based interventions that are necessary for effecting change.
- j. Understand of a range of models applied to change efforts intended to bring about contextual changes including, but not limited to, social action and social production models with emphasis on change strategies and methods that are demonstrated effective in producing change in mezzo and micro levels.
- k. Have basic skills in long-range strategic planning intended to ensure effective, efficient, high quality human services.

IV. COURSE TEXT

Required Texts

Allen-Meares, P. & Garvin, C. (2000). *The Handbook of Social Work Direct Practice*. Thousand Oaks, CA: Sage. ISBN: 0-7619-1499-4.

Putnam, R.D. (2000). *Bowling alone: The collapse and revival of American community*. NY: Y.Y.: Simon & Schuster.

NASW Code of Ethics. (1996). Washington, DC: NASW Press.
<http://www.naswdc.org/pubs/code/code.asp>

Recommended Texts

Fellin, P. (2001). *The community and the social worker*. 3rd Edition. Itasca, Ill: F. E. Peacock.

Netting, F. Ellen, Kettner, Peter M, McMurtry, Steven L (2001). *Social Work Macro Practice*, 3rd Edition. New York: Longman.

V. METHODS OF INSTRUCTION

The course objectives will be accomplished through class room lectures, discussions, reading, process and implementation of the Service-Learning project in a systematic, dialectical and creative, eclectic, timely manner. Whenever appropriate guest speaker/s and suitable audio-visual aids (films, video clippings, videos, documentaries) will be employed. Students are viewed as partners in the learning process and are encouraged to bring relevant material to the table.

Students will work with community members to develop and deliver a permanent oral history display determined to be accessible to the Old South Baton Rouge target community.

Service Learning Description:

Service learning is defined as a “course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of a course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” (Bringle & Hatcher, 1999).

VI. METHODS OF EVALUATION

Course Requirements and Procedures: A major component of the course will be to launch the Oral History project and develop, implement, and engage community in a formal final display as required under the HUD grant and the Community University Partnership. Components of networking, research, organization, and planning using empowerment and multicultural models evaluated throughout the project. Students will use the process to understand working within complex organizations, advocating for historically oppressed persons to gain access to resources, group dynamics, and personal skills in achieving tasks within a group. The date of the final display will be organized and determined by the students in partnership with the instructor, therefore, the date is not reflected in the outline of sessions.

Student performance will be evaluated on the basis of:

- a) Attendance/Participation (Active participation with peers/group, class discussion) 10%
- b) Service Learning (Oral History Project) 40% [Group Grade]
- c) Discussion Board – reflection papers, Journals, members 20% [Individual Grade]
- c) Midterm 15%
- d) Final – Assess objectives, course material & reflection of project/course 15% - The final will be a take-home paper required to be submitted through BlackBoard's Drop Box. Questions will relate to course objectives and the oral history project – considering features of process and outcome within a direct practice context.

Service Learning Project (Oral History Project) – 40%

Students will participate in a Service-Learning project related to coordinating, organizing, collecting, and disseminating oral histories of Old South Baton Rouge. Partnerships will be facilitated with the Carver Library and other community stakeholders, board members, Community-University Partnership coordinators, and the greater community. Class will focus on process and product and the group will reflect on the challenges related to practice with individuals in a community context. Class members will be required to engage the media to highlight the accomplishments of the project.

Students will be required to keep a journal on their interaction with the community and what they have learned & accomplished throughout the course. Reflection will be monitored bi-weekly, at mid-term, and at the commencement of the course. The instructor will be active in planning and informed of all project activity through BlackBoard and all students will use the project as engaging material from the text and objectives of course throughout the semester. A graded reflection paper is required of each student.

Direct practice will be contextualized according to historical oppressive features in the community. The group will assess and target change, analyzing efficacy of the efforts and

be evaluated according to participation, enthusiasm, and investment. The overarching goal is to engage the community, working with organizations, neighborhoods, community groups, families and individuals. Practice using a culturally sensitive approach is stressed and evaluated through discussion and graded reflection activities. In addition, the community will be asked to evaluate the groups' effectiveness in returning and celebrating the artifacts.

Multiple areas of technical organization will be evaluated. Students will largely be responsible for task group development, applying skills learned in other courses related to group work, research, direct practice, diversity and oppression, etc. Students will be responsible for identifying themes in theoretical and applied perspectives as related to the Service-Learning component of the class. In addition, students will be required to write up the outcome of the project for the service-learning newsletter.

REFLECTIVE ACTIVITIES

DISCUSSION BOARD & JOURNAL (20% of entire grade)

In order to successfully complete this course requirement, students must have an LSU PAWS account and access to the World Wide Web. Using a soft-ware package called BlackBoard, a web-based "Learning Space" makes it possible for students enrolled in this section of SW 7506: Community and Agency Context for Direct Practice to dialogue about course reading material and to learn from one another. Students will be responsible for starting a discussion thread and responding to 2 students' responses (a minimum of six times in the semester– each time, you are starting a thread, and responding 2 more times to the same or other students' thoughts). To satisfactorily complete course expectations for this assignment, students must participate an average of 30 minutes per discussion topic by reading on-going discussions and contributing to student discussion/dialogue.

The instructor will post questions in each discussion forum. Course members will be broken into groups and will be required to respond in their assigned group, but encouraged to read & respond to outside posts. (See example under Communication – Discussion Board on BlackBoard). Discussion boards are part of an interactive discussion and posts are to be read by the SW 7506 sections 1 & 3 community. Anonymous reflection posts may be shared with the Service Learning Community to highlight experiences: success stories, challenges, and performance. Remember, your class is making HISTORY.

Due dates: 9/13, 9/27, 10/04, 11/1, 11/15, 11/29

Journals:

Journals are to be retained by the students and passed in on regular intervals – on request of the Instructor, a minimum of three times during the course of the semester. Journals will record the process of the student's individual experience related to working on the oral history project.

Grading Scale

90-100 points = A

70-79 = C

59 or below = F

80-89 = B

60-69 = D

VII. SCHOOL OF SOCIAL WORK AND UNIVERSITY POLICIES

Academic Integrity

Students should make themselves familiar with the *Code of Student Conduct* and the National Association of Social Workers' (NASW) *Code of Ethics* (<http://www.naswdc.org>) and adhere to such ethical conduct in all activities and behaviors associated with this course. The instructor is also held to the NASW Code of Ethics. To review the *Code of Student Conduct*, select "Students" on LSU's homepage. Then select "Dean of Students" where you will find an icon for the Code of Conduct.

For more information on the *Code of Student Conduct* contact the Office of the Dean of Students, 122 Johnston Hall, (225) 388-4307.

Students with Disabilities

Students with disabilities are encouraged to contact the Office of Disability Services, 112 Johnston Hall, Baton Rouge, LA, 70803, (225) 578-5919, disability@lsu.edu, as soon as possible to make special arrangements should they be helpful or necessary. This office provides instructors with the documentation required before any accommodations in the learning environment will be made.

VIII. CLASS POLICIES

- All class members are expected to adhere to an academic code of honor with respect to her/his own work and class participation. The NASW Code of Ethics should guide students' interactions with one another and all other program affiliates involved with the educational process.
- Consulting collaborations are permitted and encouraged relative to proofreading, editing, and collegial discussion of assignments. Actual finished products are expected to be each student's own synthesis of the learning/education process. Violations of the LSU Student Code of Conduct, the NASW Code of Ethics, or class policies with respect to academic honesty and professional conduct will be reported to the Dean of Students and the Dean of LSU School of Social Work according to University and School policies.
- All written assignments are due at the beginning of the class period on the date specified on the course outline/calendar. If personal illness or emergency interferes with

completing assignments in a timely manner, please advise instructor as soon as possible.

- Use of beepers or cell phones are not permitted in the classroom. Any exceptions must be discussed with and approved by the course instructor.
- An Incomplete (I) will **not** be awarded in lieu of an earned grade.
- Students anticipating or experiencing any type of hardship which prevents successful completion of course objectives are encouraged to inform the instructor as soon as possible so that accommodations may be negotiated when appropriate/necessary.

WRITING CRITERIA

All elements in assignment outlines are included in student papers:

1. Demonstrated familiarity with a broad range of current theory, thought and research relevant to the course content and objectives and to the specifics of each assignment.
2. Demonstrated ability to apply professional thought, theory and research to the specifics of each assignments.
3. Critical thinking, conceptualization, and writing skills:
 - A. Documents should be well composed and organized, using non-racist and non-sexists language, typed, and double-spaced.
 - B. Use of proper grammar, spelling and APA style (5th edition) and format for referencing resource material.
 - C. Appropriate use of technical and professional language.
 - D. Creativity and presentation of document.
4. No more than 10% of reference material may be from Internet resources. Resources from professional texts and refereed journals are preferred.
5. Assignments are due at the beginning of the class period on deadline dates. Five points will be deducted for each day a written assignment is late.

All assignment instructions must be followed to receive full credit for written assignments.

The instructor has the right to adapt, append & revisit content as shown below. Discussion Board Dates indicated by * in assignment section and will be announced in class. Journal review will be announced in class one week prior to due date.

IX. COURSE OUTLINE: Class Units, Readings & Requirements – Outline is organized according to class date/session, topic and relevant information to assignments. Primary objectives (from section III) are highlighted to identify specific areas of focus to identify through readings, discussions, and activities. Objectives from previous sections will be reinforced throughout the sessions. Discussion board will relate to asking questions of students, such as identifying how they have e.g.: (Objective d) *come to understand and possess the ability to transfer knowledge about risk-factors and predictors for vulnerable populations as a method for assessment, planning intervention, and evaluating outcomes of change efforts intended to achieve social and economic justice outcomes for clients within a broad and deep range of agency, political, and social contexts*. The population of Old South Baton Rouge will serve as a partnership in the students' learning for culturally and ethically sensitive effective practice.

1. 8/23 Introduction/Orientation: **The CONTEXT of Social Work PRACTICE: Engaging in Social Change**. Community Relations Service-Learning Philosophy & Match for SW 7506 - Guest Speakers: Jan Shoemaker, Director Center for Community Engagement, Learning, and Leadership – Roderick Thomas, Carver Library

Objective: A, B, E

Required Readings:

- Allen-Meares & Garvin chapter 1: The Context of Social Work Practice
- Ch. 2: Legal Issues in Practice.
- Scott, S. (1997) *The Ivory Tower and Inner City: Working Together for a Common Cause*.
- Office of Research & Economic Development: Community University Partnership: Profile of the Bottoms (both posted on BB)
- Ishisaka, H. A., Sohng, S. S. L., Farwell, N. & Uehara, E. S. (2004). Partnerships for integrated community-based learning: A social work community-campus collaboration. *Journal of Social Work Education*, 40(2) Spring/Summer, 321-336. (on-reserve).
- Suppl. Reading: Fellin, Ch. 8

*First Discussion Board – Due 9/13 Task group assignments

2. **8/30 Social Problems and Problem Solving – Community effects on**

individuals

Community discussion continues in the context of social problems. How do we respond to social problems? Tasks and techniques. Rational Problem Solving Methods. Change as an Intervention.

Objective: D, I

Required Reading:

- Allen-Meares & Garvin, Part III – Approaches to change 171-216.
- Suppl. Reading: Brueggemann – Chapter 3
- Suppl. Reading: Homan – Ch 1 & 2
- Suppl. Reading. Homan, M. S. (1999). *Rules of the Game: Lessons from the field of community change*. Washington, D. C.: Brooks Cole.

9/6 Labor Day – no class

3. 9/13 Leadership with historical and current application: Practice in Social Work Settings

Objective: D, F, K

Required Reading:

- Allen-Bearns & Garvin ch. 16: Crisis Intervention Practices in Social Work Settings.
- Allen-Bearns & Garvin ch. 17: Coping
- Students to independently look up information on at least one of our pioneers: B. Reynolds, M. Richmond, Jane Addams, others...
- Suppl. Reading: Brueggemann – Chapter 4

*Second Discussion Board due 9/27

4. 9/20 Theoretical constructs/frameworks for practice: Empowerment-Oriented Practice, Multicultural, Ecological Perspective (PIE) Feminist Perspective, Systems theory.

Objective: H, J

Required Reading: Allen-Meares & Garvin: pp. 85-151

- Ch. 5. Prevention: A Risk and Resilience Perspective

- 6. Empowerment-Oriented Practice: From Practice Value to Practice Model
- 7. Multicultural Perspectives on Direct Practice in Social Work
- 8. Feminist Social Work Practice: Womanly Warrior or Damsel in Distress?

Project Planning & Organizing

- Suppl. Reading: Netting – Chapter 1

5. **9/27 Assessing Community Needs and Strengths**

Task Group development, project discussion

Objectives: K, B

Required Reading:

- Putnam: Chapters 1-3
- Allen-Meares, ch. 14: Change in Groups

Supplemental Reading:

- Brueggemann – Chapter 5

*Third Discussion Board due 10/04

6. **10/4 Group work, Project Planning & Organizing Ethical Issues in Macro Practice**

Objectives: A, B, E, F

Required Reading: NASW Code of Ethics – come with case/field examples

- Allen-Bearns & Garvin 28: Ethical Issues in Direct Practice
- Suppl. Reading: Brueggemann Chapter 6

7. 10/11 Midterm

8. **10/18 Poverty, Education in LA: Present & Future Implications for social workers**

Objective: C, D, E

Required Reading:

- Allen-Meares & Garvin, pp. 437-519

20. The New World of Practice in Physical and Mental Health

- Putnam – chapters to be posted on BB

*Fourth Discussion Board due 11/1

9. **10/25 Social Planning and Program Development at the Community Level and in Fields of Practice (continued)**

Objective: D, F

Work on projects/finalize tasks

Required Reading:

- Allen-Bearns & Garvin, ch. 23. Practice in the World of Work: Promise Unrealized
 - Ch. 24. Social Work Practice Issues Related to Poverty and Homelessness

Supplemental Reading

- Brueggemann Chapter 7, 8

Film – Roger & Me

10. **11/1 Interorganizational Practice – coalitions, collaboratives, networks, issues of power, practice in multicultural communities**

Objective: B, C

Required Reading:

- Allen-Meares & Garvin, chs. 4 & 7
- Supplemental Reading: Brueggemann 7

*Fifth Discussion Board due 11/15

11. **11/08 Work w/Organizations: Administration, Program Planning and Development, Organizational Analysis & Intervention**

Objective G & K

Required Reading:

- Allen –Meares & Garvin ch. 26: Assessment and Measurement Issues in Direct Practice
- Supplemental Reading; Gibson, Ivancevich & Donnelly – *Organizations*. Chs 16, 17, 18
- Supplemental Reading: Brueggemann 9-10

12. **11/15 Social Policy Advocacy & Practice**
Ethics, Working w/oppressed/special populations

Objective: D, J

Required Reading:

- Allen-Meares & Garvin: Part IV: Review Fields of Practice for Discussion pp. 411-519 – Bring an issue from the population you are most interested in serving: Mental Health, Aging, Youth, Poverty, Homelessness, Gays & Lesbians, etc.

*Sixth Discussion Board due 11/29

- Suppl reading;
Burns, B. & Hoagwood, K. (2002). *Community Treatment for Youth*. New York: Oxford. Chapter 13 – policy implications relevant to implementing evidence-based treatment.

13. 11/22 Service-Learning Project – **No in-class session (Instructor will be presenting a paper at the Gerontological Association of America’s 57th annual meeting in Washington, DC) – students will use time to perform necessary tasks and field visits pertaining to the Service-Learning component of the course library, schools, board, finalize plans – post activities on BlackBoard.

- Putnam: Chapters to be posted on BB – discussion board related to reading & Oral History Project

14. 11/29 Globalization: Examples in the media, examples in Louisiana and beyond, International perspectives in practice.

Objective I, K

Required Reading:

Allen-Meares & Garvin chs:

- 29. Supervision Standards of Practice in an Era of Societal Restructuring
- 30. International Perspectives on Social Work Practice

Final discussion & submitted electronically to all students by Tuesday pm, 11/30

15. 12/06 **Final** - Reflection Paper drop box by 8:30 am & 4:00 pm.

X. SUPPLEMENTAL READING

The following texts are not required for purchase, but students are urged to acquaint themselves with the material below and to raise content from other concurrent and previous courses for a rich class discussion and contextualized learning. Most materials can be found in the SW and/or Middleton library. Students will be responsible for the material covered during lecture/discussion. Instructor will pull content from these supplemental texts and cover in class.

Brueggemann, William G. (2002). *The practice of macro social work*, (2nd ed.). Belmont, CA: Brooks/Cole.

Fisher, R. & Karger, H. J. (1997). *Social work and community in a private world: Getting out in public*. New York: Longman.

Gibson, J. L., Ivancevich, J. M. & Donnelly, J. H. (1991). *Organizations*. 7th Edition. Homewood, IL: Irwin.

Gutierrez, L. M., Parsons, R. J., & Cox, E. O. (1998). *Empowerment in social work practice: A Sourcebook*. Pacific Grove, CA: Brooks/Cole.

Haynes, K. S. & Mickelson, J. S. (1997). *Affecting Change: Social workers in the political arena*. 3rd Edition. New York: Longman.

Homan, M. S. (1999). *Rules of the game: Lessons from the field of community change*. Washington, D. C.: Brooks Cole.

Homan, M. S. (1993). *Promoting community change: Making it happen in the real world*. Pacific Grove, CA: Brooks/Cole.

Preliminary Community Contacts (you will be adding more on discussion board as our Service-Learning project develops):

Jan Shoemaker, Director
Center for Community Engagement, Learning, and Leadership
B29 Coates Hall
Louisiana State University

ph. 225-578-9264
fax 225-578-2696

Roderick Thomas: Carver Library

Linda Griffin: Hill Library

Leah Courville: Office of Social Service Research & Development

Petra Munroe: Director, Women and Gender Studies (Dr. Munroe was the PI who worked on a multi-year project to collect oral histories of the OSBR community). The collection is in her office. Students must coordinate efforts with Dr. Munroe as to access and organize material that has been gathered under her supervision.

Community University Partnership
CUP Advisory Council

Jennifer Abraham (578-6577), or Matt Mullenix (578-4876) for assistance in setting up a copying project with the Center.

The Civil War Center is located next to the Woman's Center on Raphael Semmes Dr. (across the street from the Law School parking lot).