Carthage College
Department of Social Work
SWK 4200: Advanced Social Work Practice
Fall Semester, 2021
4 Credit Hours

Instructor: Debbie Minsky-Kelly, MSW, LCSW
                           Email: dkelly1@carthage.edu
Office: Lentz Hall 224G
Cell phone: 414.323.0414
Office phone: 262.551.5729 (e-mail is the best way to reach me)
Office hours: Tuesdays, 2:30-5:00 pm, Thursdays 9:30 am to noon and by appointment
for in-person or virtual appointments. Masks required for in-person office hours

Please note: I will do my best to be available for virtual office hours during all scheduled times for this, but I do ask that you email or text me to let me know you wish to meet. You can text me at 414.323.0414. Here is the link to attend virtual office hours. https://zoom.us/j/4615075025

Class time/location: Tuesday/Thursday, 1230-210 pm, Lentz Hall 203

Course Prerequisites: SWK 3200, SWK 3300, and concurrent enrollment in SWK 4610

One of the ways we live out our profession's commitment to social justice is in the way we run our classroom. I am committed to creating an environment in which all of us will learn and grow (including me!) I recognize and value the wide range of life experiences and learning styles that will make up our class. I expect that we will all work together to create a safe and courageous environment where we can discuss and reflect on many challenging subjects. We all contribute to the safety in our classroom by listening to others with respect and by understanding that mistakes are often the most powerful seeds for learning and growth. If any student is struggling with aspects of our classroom environment, please be sure to let me know how I might be able to address this or other issues to ensure an accessible learning environment for all. Because of the collaborative, interactive and adaptive nature of this class, it is highly likely that aspects of this syllabus could change. We will communicate on an ongoing basis about any necessary

hanges.
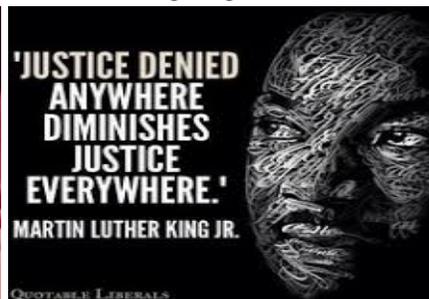
Course Description: In this course, participants integrate critical, anti-oppressive, anti-racist and liberation theories into all levels of social work practice: micro, mezzo, and macro. Students will gain knowledge and skills needed to plan and implement interventions that improve outcomes for individuals, families, groups, organizations and communities. This course emphasizes an ecological systems perspective which recognizes that organizational and community conditions, including public policies, affect individuals and families in the same way

that individuals and families impact their communities, organizations and public policies. The effectiveness of organizations, communities and their policies can constitute risk or resiliency factors for different groups of people. Intervening at the organizational, community or policy level to change these conditions is as important as intervening at the individual or family level to improve quality of life. Students in this course will critically examine historic and systemic factors that have impacted service delivery models that either contributed to or reduced oppressive forces.

Students will also examine the role of human service organizations in communities – the needs they fulfill and how they relate with other organizations, institutions and businesses. This class will explore how organizations can be improved to better achieve intended outcomes for consumers and how human service systems can function more effectively. Strengths perspective, critical theoretical, anti-oppressive, social construction and empowerment practice models will be emphasized in figuring out how to better meet consumer needs, including ways in which people who receive services can participate in program and service planning efforts.

For more information on classroom policies, please follow this link:
https://docs.google.com/document/d/1RmI_cYYyV5jMiTGFZr_2jmM2nGijvZyg--BSISnMpes/edit

COURSE OBJECTIVES/ STUDENT LEARNING OUTCOMES:
After completion of this course, students will be able to:

Assess strengths, barriers and the impact of systemic forces on individuals, families, organizations and communities and how each impacts the other, and recommend interventions to build on strengths and diminish barriers at micro, mezzo and macro levels of practice.

Identify the operation of institutionalized forces such as discrimination and other forms of oppression within organizations and communities and the impact of these forces on client populations.	Identify ethical dilemmas in micro, mezzo and macro practice and apply the *NASW Code of Ethics* to these situations by applying ethical decision making frameworks.	Apply systems, strengths-based, ecological, social construction, anti-oppressive, anti-racist, critical, liberation and power theories to assessment and intervention strategies with individuals, families, groups, agencies, and communities.

Demonstrate facilitation skills utilizing social work interviewing skills and a social construction, narrative approach to co-creation of meaning.	Define and explain neoliberal approaches to SW service delivery and the impact of this approach on individuals, families, organizations and communities.	Critically examine historical organizational practices and the way these impact service delivery and the lives of clients, constituents and communities.

Integrate social work knowledge, theory and practice through a historical lens, emphasizing

critical, anti-oppressive, social construction, and liberation theories, as these relate to individual, family, and group-based social work practice with an understanding of organizations and communities.			

| Identify theoretical approaches to organizational and community change including: systems, social ecology, human behavior theories, power, strengths, and empowerment perspectives, and critical/anti-oppressive and liberation theories. . | Model professional use of self in ethical dilemmas related to micro, mezzo and macro practice applying principles from the *NASW Code of Ethics*, and understand how micro and mezzo practice are shaped by policy and the organizational and community context. | Apply key practice principles in formulating appropriate, ethically‑based intervention plans for helping communities and organizations become more culturally competent and effective in strengthening individuals and families. | Compare and contrast historical and current approaches to documenting the strengths and needs of particular populations‑‑communities of color, women, ethnic minorities, the aged, children, youth, gay, lesbian, bisexual, transgender people, people with disabilities, immigrants, refugees‑‑or other groups who have experienced civic and social exclusion, and the use of advocacy, restorying, empowerment, and other strategies to improve service access and provision. |

Design organizational change approaches to improving agency effectiveness in delivering services to vulnerable and oppressed populations and communities.			

| Apply research, practice and critical theoretical skills to enhance an organizational or community system's capacity to meet individual and family needs, especially in advancing social and economic justice. | Reflect on students' field learning environment, including client interactions, professional colleagues, observations of social work values, and challenges faced in this setting related to service delivery and adherence to social work values. | Identify opportunities for improved organizational functioning, client service, and/or community integration of field agency. | Define theories and principles of service monitoring and program evaluation and their utility in documenting consumer outcomes and assessing and demonstrating best practices. |

Required Texts: <mark>NONE!!! All required readings will be available in Schoology.</mark>

You may wish to access the following resources:

American Psychological Association (2011). *Publication Manual of the American Psychological Association,* 6th Edition. Washington, D.C.: American Psychological Association.

National Social Worker Code of Ethics (2018).
https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3D&portalid=0

You will also need a spiral notebook or journal for taking handwritten notes and for completing in-class reflection activities.

Core Competencies and Expected Learning Outcomes:
Graduates of the Social Work Program are expected to demonstrate the integration and application of the nine core competencies listed below as evidenced by their associated practice behaviors. The full text of the 2015 Core Competencies by CSWE can be found on CSWE's website at:
https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx.

The course content and assignments for this class are designed to introduce and/or reinforce many of these core competencies but will give particular emphasis to competencies and associated practice behaviors that are in bold below.

Council of Social Work Education 2015 Competencies
(Approved by the CSWE Board of Directors on March 20, 2015)

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
Associated practice behaviors--social workers:
✓ **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; and**
✓ **use supervision and consultation to guide professional judgment and behavior.**

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and

mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
Associated practice behaviors--social workers:
✓ **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; and**
✓ **apply self-awareness**

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
Associated practice behaviors--social workers:
✓ apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
✓ engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Associated practice behaviors:
✓ 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 of 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
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
Associated practice behaviors--social workers:
✓ apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
✓ use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
✓ Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social

workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. <u>Associated practice behaviors:</u>

✓ 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
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. <u>Associated practice behaviors:</u>

✓ 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.

Class Policies are correlated with the 2015 social work core competencies and practice behaviors:

To review the Carthage statement on officially excused absences, please follow this link: https://docs.google.com/document/d/1Z-u8kR6g2Q3SU_5kKxc415TE9WtK5EI17CrI7JQcn5Q/edit

Attendance

Attendance - Engagement with our course activities remains an important part of your learning this semester and will play a critical role in your ability to be successful in completion of assignments. Class sessions will be in-person and live every Tuesday and Thursday from 12:30-2:10 pm and will not be recorded. I will require all students in the classroom to wear a mask (over the nose and mouth), and maintain physical distancing. Missing class sessions will result in deductions from your class participation grade (½ point deduction for full class periods missed) because you cannot participate in class if you are not in attendance. ***If a student is not feeling well, they should self-isolate and not come to class.*** *Students are expected to follow public health and college guidelines related to vaccinations and masking to maximize your ability to remain healthy and able to attend class.* Situations in which a student is unable to attend class in person will be handled on a case-by-case basis with the goal being to ensure a safe and in-person learning environment for all students. Please work with the Dean of Students Office in documenting any individual health needs/quarantine requirements so they can confirm your needs and I can best evaluate and make necessary accommodations.
To review the Carthage statement on officially excused absences, please follow this link:

https://docs.google.com/document/d/1Z-u8kR6g2Q3SU_5kKxc415TE

9WtK5EI17CrI7JQcn5Q/edit

- *Attendance* - Class attendance and promptness in arrival is mandatory; you are expected to be present and ready for class promptly at 12:30 pm. Chronic lateness will negatively affect your **both your participation and attendance grade**.
  - ◊ For semester length 4 credit courses that meet **twice** per week:
    - ◊ Students will be granted 3 absences without penalty (other than the ½ point per class penalty against your class participation grade)
    - ◊ Missed class #4 will lower your grade by 1%
    - ◊ Missed class #5 will lower your grade by an additional 1%
    - ◊ Students will automatically fail the course if you miss more than 5 classes.
  - ◊ For semester length 4 credit courses that meet **once** per week:
    - ◊ Students will be granted 2 absences without penalty
    - ◊ Missed class #3 will lower your grade by 2%
    - ◊ Students will automatically fail the course if you miss more than 3 classes.

Class Participation

Active participation will enhance your learning as well as the learning of your peers. Students can earn up to 1/2 point for class participation for each week. Your class participation points will be determined by your positive contribution to our discussions. This includes having your presence and engagement in class, asking thoughtful questions, remaining attentive when others are sharing, sharing your ideas, etc.

There are specific behaviors that contribute to and detract from, a healthy and vibrant learning community in the classroom:

YES!	NO!
☺ Being *present* in class—this means that when you are in class, you are expected to give your full attention to the class discussion, activities and exchange of ideas ☺ Asking thoughtful questions ☺ Listening carefully to others and supporting them as they work to understand and contribute to the course ☺ Sustained attention in class	☹ Having side conversations in class while the instructor or another student is speaking ☹ Arriving late or leaving early to/from class ☹ Excessive going in and out of class during class time ☹ Sleeping in class ☹ Cell phone use (including ringing/buzzing/incoming/outgoing text messaging) ☹ Use of electronic devices in class for purposes other than class activities
☺ Challenging oneself and others to expand your ideas, frames of reference and "questioning your circles of certainty." (P. Frieire) ☺ Demonstrating intellectual curiosity where we keep an open mind to considering the	☹ Using disrespectful language or comments to criticize someone else's beliefs ☹ Dominating class discussions to the point of restricting others' participation ☹ Disrupting others' opportunity to listen and/or participate

perspectives of others, even when we disagree	

Class time is designed to be very participative and heavy on group discussion and skills practice. Your understanding of course material will be enhanced by your active engagement with the instructor and peers in our class sessions.

Mask policy

Due to the ongoing pandemic, Carthage College has adopted a policy requiring masks to be worn by all individuals in all buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. The face covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for protection of others or yourself. Acceptable masks tie behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are prohibited while in the classroom (because those activities interfere with consistent mask wearing).

Any student who refuses to wear a mask or consistently forgets one will be dismissed from the class and not be given an opportunity to make up missed work. The student will also be referred to the Dean of Students, as outlined by the process on Carthage's Stay Safe website.

Stay Safe Guidelines: https://www.carthage.edu/carthage-covid-19/stay-safe-carthage/
Frequently Asked Questions: https://www.carthage.edu/carthage-covid-19/faqs/

- Assignments
  - ◊ Written Assignments- **Excellent** writing and communication skills are essential for effectiveness in the helping professions. All written assignments <u>must be</u>:
    - ✓ Proofread (including all drafts!) for grammar, spelling, punctuation and other errors.
    - ✓ Typed, double-spaced, in 12-point font, with 1" margins (top, bottom, right & left).
    - ✓ Pages numbered in upper right hand corner **using a header** with the following format: Last name-page #. (ie: Kelly-1)
    - ✓ Submitted electronically using a Google Doc I do not want submissions in .odt or .pdf formats please.
    - ✓ Please use the following format to name ALL papers turned in electronically: **Last name.doc (ie: kelly.doc).** No paper copies will be accepted. Assignments submitted in any format other than Google Doc will be deducted by one full grade.
    - ✓ *The Publication Manual of the American Psychological Association, 6th Edition* (2010) will be the primary reference for questions pertaining to writing format. Please seek help from the writing center as you need to and/or when I specifically ask you to in the grading of your paper.
  - ◊ Assignment due dates & times:

- ✓ "DUE" means that the assignment is due by the day/time as specified on the course syllabus.
- ✓ Assignments that are turned in after the due date/time will be considered late.
- ✓ Academic journals completed online will not be accepted after the due date—no late submissions will be accepted and no make-up journal entries will be allowed.
- ✓ Papers turned in any time after the due date/time AND up to 24 hours from the due date will be subject to one full grade deduction.
- ✓ Assignments that are more than 24 hours late will receive a grade of "F".
- ✓ Any "extensions" for assignments must be requested **at least** 24 hours in advance of the day they are due and will only be granted for unforeseen and unavoidable circumstances (i.e., the death of a close family member, a severe illness) or at the discretion of the instructor.

- ● *Honor Policy*:

As integrity is a core value of the field of social work, it is expected that honesty be upheld in the classroom and within students' academic work. This encompasses students' written work, as well as information used in video projects, case assessments, analysis papers, research projects, etc. This includes plagiarizing. Any work that is not the original idea of the student or is taken directly from other sources, without proper citation is considered plagiarizing. Please refer to Carthage Colleges' Academic Honesty Guidelines for more information including penalties associated with academic dishonesty at https://www.carthage.edu/community-code/academic-concerns/academic-honesty-guidelines/.

Action indeed is the sole medium of expression for ethics.

— *Jane Addams* —

AZ QUOTES

Do the right thing even when no one is looking.

It's called integrity.

QUOTLING.COM

In courses where assignments require direct work with agencies and clients, students are asked to conduct themselves in accordance with the National Association of Social Workers Code of Ethics and agency policies. Confidentiality must be guarded in all cases and any Code of Ethics violation related to coworkers, clients, and agencies will be noted. Keep the instructor informed of any issues that arise in a timely fashion.

- ● *Academic accommodations*: It is very important to me that I support students' special learning needs. For more information on disability services at Carthage, follow this link: https://docs.google.com/document/d/1JIj4I3S1JuWSfrozdQUGYzx4TzGl0_irk5dzSEWOQR0/edit

Basic Needs Concerns:
Your safety and well-being are more important than anything in this class. Please feel free to reach out to me if you are struggling for any reason – including issues securing food, housing, or personal safety. In addition to any support I can provide, I will work hard to help you find every resource available to you at Carthage and/or in the larger community.

The Writing Center:
The Writing Center, located on the upper level of the library (HL 213B), is a free resource for student writers either in-person or virtually. The center is staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. For more information and to schedule an appointment, visit carthage.edu/writing-center.

Course grading:

Assignments	Points
Class participation (½ point possible per class session)	13
Field discussion weekly participation and facilitation (5 points for facilitation and 5 points for overall participation in these discussions)	10
Organizational change project draft assignments (3 total, 5 points each)	15
Agency Analysis Presentation	15
Case or program study facilitation group project	17
Organizational change final paper/executive summary	20
Organizational change 5 minute videotaped presentation	10
Extra credit optional assignment:	**5 extra credit points possible**
Total	**100**
A+ 97-100 A 94 - 96 A- 90 - 93 B+ 87 - 89 B 84 - 86 B- 80 - 83 C+ 77 - 79 C 74 - 76 C- 70 - 73 D+ 67 - 69 D 64 - 66 D- 60 - 63 F 0 - 59	Percentages that correspond to letter grades

---

Course Assignments:

Field Discussion and Facilitation

Due to the important goal of applying theory to practice this semester, all students are expected to participate in weekly field discussions and facilitation, either as a listener, participant or facilitator. This is a graded assignment that is also detailed in Schoology.

Agency Analysis

Produce a 10 minute agency analysis presentation about your field agency. The details of what is required for this presentation are also available in Schoology.

Case or Program Study Facilitations/Presentations

You'll complete this case or program study facilitation in teams of 2-4 people. Each team will choose a chapter from the Foiles book or from the Brown and McDonald book on reserve at the library. You will either analyze a case (Foiles) or a program (Brown & McDonald) and follow the guidelines outlined in the assignment in Schoology.

Organizational Change Proposal Draft Assignments

In order for students to stay on track with their macro projects, there will be three organizational change draft assignments designed to build toward the final proposal. These mini-assignments will allow students to pace themselves toward completion of their final proposal and to receive peer and instructor feedback along the way.

Organizational Change Project Proposal and Presentation

Students are to create an organizational change proposal and presentation related to your assigned field agency, prepare an executive summary (written paper) and present this to class (videotaped presentation). Be aware that the organizational change project that you begin to conceptualize in this class is intended to become your capstone organizational change project that all social work students must complete next semester. This is the social work department precursor to your senior thesis, which will be implemented and completed in your senior seminar course. It is important that you put a good amount of thought into your decision on your organizational change project and ensure that your field supervisor is aware of this as well. This project should be viewed as a long term assignment that will have a significant impact on your grades in three classes and will require a long term commitment to the chosen topic.

Writing Rubric

Because this is a senior-level course, the quality of student writing will be an important focus for evaluation. While not explicitly included in the point totals for any assignment, a very well-written paper will likely get points added for this, while a poorly written paper will likely lose points. For a detailed summary of the Carthage College writing rubric, go to Schoology or follow this link: https://docs.google.com/document/d/1g7M4X3pPwbqg3-XW_ferRtanxLMfAAuJK6MwJ01dN48/edit

Tentative Course Schedule*
I like to reserve the right to move things around depending on our class conversations.
NOTE: Readings and assignments are to be completed by class time on the day that they are listed on the calendar.

Course Outline and Calendar:

	Topics for class	Readings and assignments to complete before class

Date: 9/7/21 Class 1	Intro to SWK 4200 Advanced micro/mezzo/macro practice Field assignments, praxis journals SWK 4200 syllabus and major assignments Learning after a pandemic Introduce critical theoretical approach to course	
9/9/21 Class 2	Video and discussion - Kanopy https://carthage.kanopy.com/playlist/4542287 Class activity - stories from the field Morgaine ch. 15 Continued discussion of critical theoretical framework	Read Morley & Dunstan. (2013). Critical Reflection: A Response to Neoliberal Challenges to Field Education? *Social Work Education,* 32(2). Read only pages 141-149 Read Morgaine & Capous-Desyllas (2015) ch. 7: Anti-Oppressive Practice within Organizations, p. 264-273. Read Hardcastle p. 96-97 from Basic Community Concepts and end before The Changing US Community
9/14/21 Class 3	Field discussion The history of the field of SW is grounded in a commitment to macro practice Micro/mezzo/macro separations are arbitrary The 7 steps in the generalist approach to service delivery Macro client system Resilience and vulnerability Goal displacement Embracing uncertainty in SW practice	Read Kirst-Asman ch. 1, p. 8-12 Read Kirst-Asman ch. 1, p. 15 (highlight 1.3) Read Kirst-Ashman ch. 4, p. 110-120 (end before Parliamentary Procedures section) Revisit Kirst Ashman ch. 5, p. 173 section on Goal Displacement (review this, which was assigned last semester) Read Becket & Horner. (2016). *Essential Theory for Social Work Practice,* ch. 20, p. 219-222
9/16/21 Class 4	SW/client relationships in critical practice Applying an anti-racist intersectional frame Social work and policing - what should be the direction of our professional role? *Select Ed* video watch Select Ed video on Kanopy to the 38:00 minute mark https://carthage.kanopy.com/video/selected School board meeting activity	First field journal due for field course Read Brown & MacDonald (2020). *Critical Clinical Social Work*. Toronto: Canadian Scholars. ch. 1, p. 1-17. Read Using an Anti-Racist Intersectional Frame, p. 1-2 Read Three Standpoints on Social Work and Policing, p. 1-8
9/21/21 Class 5	Field discussion How Foiles connects mezzo and macro practice into his micro work with clients	Organizational change draft assignment 1 due at start of class, bring draft to class and send final copy to Debbie by midnight Read Foiles, J. (2019). *This City is Killing Me: Community Trauma and Toxic Stress in Urban America*, ch. 1, p. 11-22.
9/23/21 Class 6	Organizations and the macro context of SW practice Projects, programs and policies Example - end of life care 7 steps for organizational change 3 tasks for assessing organizational/community problems	Read Kirst-Ashman ch. 6, p. 205-212 (read to the end of page 212) Read Netting, Kettner, McMurtry & Thomas. (2017). *Macro Social Work Practice*, ch. 4, p. 94-113.
9/28/21 Class 7	Field discussion Narrative principles and techniques Social construction of mental illness Neoliberalism and the medical model Creating more collaborative practice models	Alert - long chapter! Read Gergen (2015). *An Invitation to Social Construction.* ch. 7 - The Helping Professions in Action, p. 167-192

9/30/21 Class 8	Change can be effectively implemented from lower levels of organizations 3 approaches to organizational change, the benefits and drawbacks of each Small group activity to demonstrate each approach to change	Organizational change draft assignment 2 due at by midnight First 9 activities on field contract due 10/1 Read Resnick, H. (1980). Effecting Internal Change in Human Services Organizations. *Change from Within*, ch. 12, p. 187-198
10/5/21 Class 9	Field discussion 3 short videos to watch - Each is 5 minutes: Talking about race and racism What is our role as SWs in having anti-racist conversations? Videos on anti-racism conversations (Aspire Conference)	Read Tatum (1997). Embracing a Cross-Racial Dialogue. *"Why are all the Black Kids Sitting Together in the Cafeteria?"* ch. 10, p. 193-206 Read Tatum (2003). Continuing the Conversation. *Why are all the Black Kids Sitting Together in the Cafeteria?"* epilogue, p. 207-219
10/7/21 Class 10	Community theories Systems theory Ecology theory Human behavior theory Power theories Strengths, resilience & empowerment theories Critical community practice	Read Netting ch. 5, p. 125-147 from Community Theories to Community Practice Models Read Evans, Kivell, Haarlammert, Malhorta & Rosen (2014). Critical Community Practice: An Introduction to the Special Section. *Journal for Social Action in Counseling and Psychology*, p. 1-8 (end at top of page 8)
10/12/21 Class 11	Field discussion Community social casework Anti-oppressive policy practice How to involve clients in policy development efforts Examples of anti-oppressive policy projects	Hardcastle, Powers, Wenocur. (2011). *Community Practice*, ch. 14 Community Social Casework, p. 402-416. Read Morgaine ch. 9, Anti-Oppressive Policy Practice, p. 341-350
10/14/21 Class 12	Agency analysis presentations	Agency analysis presentations - 8 x 10-15 minutes each
10/19/21 Class 13	Field discussion Catch-up day	
10/21/21 Class 14	Collaborative vs. adversarial change strategies The importance of assertiveness skills Unintended consequences of macro/policy change Using assertiveness skills in ethical dilemmas	Read Kirst-Ashman ch. 7 p. 265-267 (from Communication with Decision Makers to Case Study) and p. 268 Highlight. 7.8 Being an Adversary and Pressuring Read Hardcastle ch. 7 p. 192-210 from Assertiveness: An Overview to the end of the chapter
10/28/21 Class 15	The 7 step process of macro change Go through the process in thinking about the issue of a lack of support for parents with developmental disabilities If time, watch video on homelessness	Extra credit due by midnight Read Kirst-Ashman c. 7, p. 247-259 (start at Utilize a Process for Implementing Macro-System Change and end at Utilize a Planning Tool to Achieve Organizational Change. Note that p. 256-257 is a review from SWK 3300 and p. and p. 248-250 is not included due to highlights that are not needed)
11/2/21 Class 16	Field discussion - partner pair 1 facilitates Review of the "housing first" debate What are intersecting issues with homelessness? Class activity - create a budget for a homeless service agency	Possible virtual learning day - Debbie at conference Read Lewis: Ch. 10: *Homelessness and the Housing First Debate*, p. 195-217

11/4/21 Class 17	Continue homeless agency budget activity Review case study and the impact of policy decisions	Read Hull, G. H. (2004). The Appointment Letters. *Case Studies in General Practice*, ch. 21, p. 151-152 Read Eikenberry ch. 23, The Willow River Developmental Disabilities Center, p. 162-165
11/9/21 Class 18	Field discussion - partner pair 2 facilitates Tie up loose ends, finish homeless agency budget activity Definition of homelessness, how this impacts eligibility for services Discussion of case studies and ethical issues raised The impact of policy on the micro level	Read Rivas ch. 22, The Evergreen Boys Ranch, p. 155-159.
11/11/21 Class 19	Case or program study facilitation - groups 1-2 Continue discussion of ethics and change tactics	Case or program study facilitation groups 1- 2 present All group slides for facilitation due
11/16/21 Class 20	Case or program study facilitation What is liberation social work? Identifying our areas of privilege How can we use our power to be allies and to empower those who do not share our areas of privilege?	Case or program study facilitation group 3 presents Read Kant, J.D. (2014). Becoming a Liberation Health Social Worker. *Social Justice in Clinical Practice*, ch. 2, p. 29-43.
11/18/21 Class 21	History of child protective services video How to practice critically in a system like CPS	If you want early feedback on your OCP draft 3, need to turn in by midnight Beam, C. (2013). *To the End of June: The Intimate Life of American Foster Care*,p. 23-24 and p. 85-89 (historical perspective on child welfare in America)
11/23/21 Class 22	Field discussion - partner pair 3 facilitates Class comfort food day Definitions of abuse and neglect - who decides? Racial disparities in CPS Making sense out of WI CPS statistics Promising practices	Organizational change draft assignment 3 due at the start of class. Deadline for extra credit field discussion board is 11/26/21 at midnight A critical examination of child welfare - read these excerpts from Beam, C. (2013). *To the End of June…* Preface p. xi-xii (author's standpoint) p. 61-68 (racial disparities in child welfare) p. 124-127 (failing out of foster care) p. 162-165 (monetary incentives in child welfare) p. 246-247 (systemic racism)
11/30/21 Class 23	Field discussion Skills used in macro practice Adversive, developmental, rule-making and rule implementing methods Which methods would you use in practice examples?	Read Bisno, H. (1987). Interpersonal Transactions in Community Practice. *Strategies of Community Organization*, ch. 7, p. 143-149

12/2/21 Class 24	Reflections on this semester The role of advocacy in social work	Optional extra credit assignments due Read Kirst-Ashman ch. 11, p. 422-434 (from Advocacy, Social Action and Empowerment activities to The Use, end at Theoretical and Conceptual Models of Social Action)
12/7/21 Class 25	Field discussion 4 Organizational change proposal 5 minute videotaped presentations	Organizational change final proposals due by midnight and videotaped presentations due at start of class
12/9/21 Class 26	4 Organizational change proposal 5 minute videotaped presentations	Finish presentations