

YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK

SOCIAL WORK PRACTICE IN ORGANIZATIONS AND COMMUNITIES

SWK6035

SUMMER 2016

COURSE DESCRIPTION

This course will address the purposes and skills of program development and community organizing for social workers whose primary practice and interest is working with individuals and families. The historical aspects of community organizing, social action and clinical practice in the countries represented in class will be explored.

We will utilize interactive, didactic and social media formats as well as active application of the community organizing phases and skills in assessing specific problems, strengths, and service needs of the Washington Heights community and its neighborhoods. The processes and lessons learned will be framed so that students can replicate them in their own agencies and communities as they practice in both micro and macro environments.

I. COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

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. 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;

Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Social workers use technology ethically and appropriately to facilitate practice outcomes; and, social workers 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.

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. Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences; and social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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.

Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and social workers engage in practices that advance social, economic, and environmental justice.

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.

Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. Social workers assess how social welfare and economic policies impact the delivery of and access to social services; and social workers 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.

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

Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and

constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and social workers select appropriate intervention.

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.

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and, social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

II. INSTRUCTIONAL METHODS

This course is taught with didactic lecture, class presentations, class discussion, audiovisual teaching tools and role-plays. Required readings are marked by an asterisk next to them. Required articles are available online from the electronic reserves of the

Pollack library. The course password to access them will be provided by your professor.

III. COURSE EXPECTATIONS AND GRADING:

Texts for the Course

Required Text

Kirst-Ashman, K.K. & Hull, G.H. (2015), *Generalist practice with organizations and communities*, 6th Edition. Brooks/Cole: Belmont, CA

Recommended Text

Burghardt, S., (2014), *Macro practice in social work for the 21st Century: Bridging the Macro-Micro Divide*. Sage: Washington, DC.

Note required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

IV. COURSE REQUIREMENTS

There will be two primary assignments in this course, one of which will be a verbal presentation to the class. Each will reflect the work being done, the readings, and the observations and learnings experienced by the students.

Assignment One – Due Session Seven

Assesses Competencies: 1, 2, 3

Journaling – this will be a weekly journal entry based on the reflections of the student from the readings, discussions and observations within the Washington Heights community and their own “residential” communities. The journal will have a minimum of 7 entries in total and will be given to the professor on two separate dates; one at the end of week three (with at least three entries) and one on the final day of class. Journals will include references from the readings (assigned and otherwise) and be written using APA style.

It is recommended that a first entry include brief reports from New York City and home town newspapers that relate to social work practice in organizations and communities.

Assignment Two – Due Session 13

Assesses Competencies 1, 2, 3, 5, 6, 7, 8

A final presentation in class will be due the last days of class (to be scheduled) and will describe the student's observations about an agency and its community including:

1. Summary and observations of locations visited
2. Agency description and assessment
3. Assessment of community in which the agency resides
4. Descriptions of power and privilege issues observed and experienced in agency and community
5. Identification of 2-3 services most needed for the agency studied: what the benefits would be to the agency and its community and what additional issues might the service provisions raise

This assignment will be discussed on more detail in class

V. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

VI. E-RESERVES

Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.

What is eReserve?

eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I use eReserve?

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.

7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

VII. PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

VIII. HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

IX. CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

INSTRUCTIONAL METHODS

This course is taught with didactic lecture, class presentations, class discussion, audiovisual teaching tools and role-plays. Required readings are marked by an asterisk next to them. Required articles are available online from the electronic reserves of the Pollack library. The course password to access them is 6013FAL

Course Outline

Unit 1: INTRODUCTION (Session 1)

Competencies Covered: 1, 2, 3

Beginnings

- Introductions
- Course Objectives
- Practice assignments
- History of social work connecting community and clinical social work practices: Settlement movement in USA and psychodynamic clinical practice tied in with Person in Environment (PIE) and Ecological perspective of today
- Why inclusion of organizations and communities together
- Introduction to community social work: Definitions, macro/micro practice connections

Required Readings

Burghardt, S., (2014), Macro practice in social work for the 21st Century, *“Developing pre-engagement skills through an understanding of context,”* Chapter 2, pp. 32-52. **ERES**

Kirst-Ashman, K.K. & Hull, G.H. (2009), Generalist practice with organizations and communities, *“Introduction to Generalist Practice with Organizations and Communities”* (Chapter 1), and *“Using Micro Skills in the Macro Environment,”* (Chapter 2). **ERES**

New York Times and newspapers from local or hometown communities for the week preceding the start of class

Unit II: COMMUNITY SOCIAL WORK PROCESS MODELS (Sessions 2- 3)

Competencies Covered: 2, 3, 7

- Community Social Work Process models: purpose of community assessments; how to conduct community assessments (Kettner, Mizrahi and Kirst-Ashman)

models); understanding the basic criteria of each model. Discussions about their residential neighborhoods based on multiple criteria (to be planned jointly).

Required readings

Mizrahi, T. "Basic organizing principles of practice," *Social Workers Desk Reference*, 2nd edition, NY: Oxford Press

Netting, F.E., Kettner & McMurty, (2008), *Social Work Macro Practice* (4th edition), "Assessing communities" and "Framework for assessment," pp 206-207, NY: Pearson, Allyn & Bacon.

Lauffer, Armand (2011), *Understanding Your Social Agency* (3rd edition), "Where Your Agency Came From and Where It's Going" (Chapter 1) PP 2-37. Sage Publications, ERES

Unit III: ASSESSING COMMUNITIES (Session 4)

Competencies Covered: 2, 3, 7

- Community exploration
- Utilizing already developed models for community assessments , understanding what criteria to utilize and how to develop relationships with the community/agency being studied
- Assessing individuals /families within the context of the community looking at case to cause and the reverse of cause to case.

Required Readings

Kivel, Paul, "Social Change vs Social Service"

Kirst-Ashman, K.K., "Understanding Neighborhoods and Communities", Chapter 7.

ERES

Nicotera, N., "The child's view of neighborhood: Assessing a neglected element in direct social work practice." *Journal of Human Behavior in the Social Environment*, 11(3/4), pp 105-133. ERES

UNIT IV: MANAGEMENT PRACTICE MODELS (Session 5)

Competencies Covered: 2, 3, 5, 6, 7

- Management practice models: hierarchical and participatory: begins in depth exploration of agency based practices. We will study how agencies, communities and individuals/families intersect,

Required readings

Epstein, R.M., "Mindful Practice," *The Journal of the American Medical Association* (1999) 282, pp 833-839.

Kirst-Ashman, "*Understanding Organizations*", Chapter 4. ERES

Lauffer, Armand, (2011), *Understanding Your Social Agency* (3rd edition), "*Concepts, Theories and Classifications*," (Chapter 2), pp. 38-68. Sage Publications, ERES

UNIT V: EXPERIENTIAL LEARNING (Sessions 6-8)

Competencies Covered: 1, 2, 6, 7

Community walk/Agency visit and classroom learning: first-hand experience of a mixed racial, ethnic, and age community, its history, neighborhoods, layout of needed services and current changes being experienced

- Learning the interrelationship between community and agencies; the flow and patterning of a community and how that relates to specific populations and historical trends
- The Washington Heights Community: its history and current demographics

Required Readings

Lauffer, Armand, (2011), *Understanding Your Social Agency* (3rd edition), "*Organizational Culture*," (chapter 7), pp. 210-242, Sage Publications ERES

Sue, Wing et al, "Racial micro-aggressions in everyday life: Implications for clinical practice," (2007). *American Psychologist*, 62 (4).

UNIT VI: POLITICS, POWER AND LEADERSHIP (Sessions 9-10)

Competencies Covered: 1, 2, 3, 5, 6

Key terms and their use in community based social work practice (agency visits and class room work):

- Politics, Power
- Leadership, Management
- Use of self: boundaries

Required readings

Goleman, D. "What makes a leader," *Harvard Business Review*, (Nov-Dec 1998) pp. 93-102. ERES

Hill, Linda & Lineback, K., "Are you a good boss or a great boss," *Harvard Business Review* (Jan-Feb 2011) pp.48-56 ERES

Kotter, John P. (1996), *Leading Change, "Transforming Organizations: Why Firms Fail"* (chapter 1) and "*Successful Change and the Force that Drives it*" (Chapter 2), pp.3-31, Harvard Press.

Kirst-Ashman, *Power and politics in Organizations, Empowerment of Clients on a Macro Level and Community Political Systems and Power in the Community*, pp. 146-151; 170-171; 293-296. ERES

UNIT VII: VALUES AND ETHICS (Session 11)

Competencies Covered: 1, 2, 3, 5

- Social work values and ethics within organizational and community work

Required readings

Kirst-Ashman, "Ethics and ethical dilemmas in macro practice, Chapter 12. ERES

UNIT VIII: PRESENTATIONS (Sessions 12-13)

Competencies Covered: 1, 2, 3,5, 8

- Class presentations

UNIT IX: REVIEW AND EVALUATION (session 14)

- Macro practice evaluation
- Summary work: capturing principles learned, connections among clinical, group and community social work from a clinical practice perspective
- Class evaluation

Required Readings

Kirst-Ashman, *Evaluating Macro practice*, Chapter 10 ERES

Netting, F.E., & O'Connor, M.K. (2008) "Recognizing the need for evidence-based macro practices in organizational and community settings." *Journal of Evidence – Based Social Work*, 5 (3/4). **ERES**