



GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOCIAL WORK PRACTICE WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES

SOWK 3350 | 3 credit hours
Class Meetings: TBD

Instructor: TBD

Office: TBD

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COURSE INFORMATION

Description

In this course, students will expand their learning on the generalist practice model to work with groups and communities. Students will learn about the process of group development and facilitation as well as community-level intervention strategies and assessments.

Rationale/Overview

This practice course prepares undergraduate students to engage in a goal-oriented planned change process emphasizing task groups, organizations, and communities. The focus is on building knowledge and developing indirect practice skills in collaboration, planning, empowerment, and advocacy to effect social change using the Generalist Intervention Model.

Course Objectives/Student Learning Outcomes

1. Discuss social work practice with groups and communities through the lens of anti-racism, diversity, equity, and inclusion.
2. Employ the steps in the Generalist Intervention Model: engagement, assessment, planning and contracting, intervention, evaluation, and termination in relation to groups, organizations, and communities.
3. Develop skills in planning, collaboration, empowerment, and advocacy to effect social change with groups, organizations, and communities.
4. Apply the code of ethics to ethical dilemmas in practice with groups and communities.
5. Recognize the dynamics and structures in task groups, organizations, and communities.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

The University of Kansas Center for Community Health and Development (2018).

Community Tool Box. Retrieved from <http://ctb.ku.edu/en/table-of-contents>

Kahn, S. (2010). *Creative Community Organizing: A Guide for Rabble-Rousers, Activists & Quiet Lovers of Justice*. San Francisco, CA. Berrett-Koehler Publishers, Inc.

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
1	Introduction to the course and review syllabus Introduction to Groups	Read: Linabery Chapters 2 & 3 and Garvin Chapter 1
	MODULE ONE – GROUPS	
2	Objective – Group formation and composition; group goals and norms (Engagement and Assessment)	Read: Linaberry Chapters 1 & 4 and Garvin Chapters 2 & 4
3	Objective – Types of Groups (task, educational, self-help, treatment); Verbal/Nonverbal communication; conflict in groups (Planning and Implementation)	Read: Garvin Chapter 5 & 6

Session/Date	Topic	Assignment
4	Student Led Groups	
5	Student Led Groups	
6	Student Led Groups	
7	Student Led Groups	
	MODULE TWO – COMMUNITIES AND ORGANIZATIONS	
8	Objective – Review of micro and mezzo social work; Intro to Macro social work	Read: Kahn – Forward, Introduction, Chapter 1 and 2 Community Toolbox (CTB) CTB Ch 30 sections 1-2
9	Objective: Culture and Socialization; Prejudice, and Discrimination	Read: Kahn Chapters 3 and 4 CTB Ch 18 section 3
10	Objective: Communities, Oppression and Power	Read: Kahn – Chapters 5 and 6 CTB Ch 3 section 5 CTB Ch 17 section 4
11	Objective – In-Class Film <i>The Organizer</i>	Read: Kahn Chapter 7 and 8
12	Objective: Strategies and Tactics for Social Change – SWOT Analysis	Read: Kahn – chapter 9 and 10 CTB Ch 17 section 2 and 3 CTB Ch 31 section 1 CTB Ch 3 sections 14 and 23 CTB Ch 32 section 5
13	Objective: Strategies and Tactics for Social Change – Policy and Lobbying	Read: Kahn Chapters 11 & 12 CTB Ch 19 section 3 CTB Ch 30 section 7 CTB Ch 8 section 3
14	Objective: Putting it All Together	Read: Kahn Chapters 13 & 14 CTB Ch 19 section 5 CTB Ch 27 sections 4 and 11

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund	TBD
Last day to withdraw from a course (via MavLink) with a grade of "W"	TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Student Led Groups	175 points (total)
Group Facilitator Paper (1)	
One paper is completed once during the semester (100 points total)	
Group Participant Reflection Paper (3)	
Three reflection papers worth 25 points each (75 points total)	
Macro Intervention Project (1)	200 points (total)
Part 1: Proposal is worth 25 points	
Part 2: Engagement and Assessment is worth 50 points	
Part 3: Assessment and Intervention is worth 50 points	
Part 4: Treatment plan is worth 75 points	
Discussion Boards (Kahn Text Reactions) (7)	105 points (total)
Seven discussion boards, 15 points each.	
Attendance and Participation	50 points (total)
	530 points (total)

Student Led Groups

At the beginning of the semester, you will be assigned to a group of which you will be a member for the entire semester (Groups A, B, and C). Throughout the semester, we will use class time to practice and participate in group work. Each student will co-facilitate an education or skills teaching group once during the semester and the remaining group members will participate in the planned group. Each student will have the opportunity to co-facilitate as well as participate. After the small groups meet, there will be assignments completed based on your role in the group.

A note about attendance during groups: if you do not attend on the day of a student-led group, you are unable to participate in the accompanying assignment and therefore will receive a "0" for that assignment. Missing more than 1 student-led group will result in an automatic failure of this course.

Macro Intervention Project

In groups of 3-4 you will complete a hypothetical macro intervention project in a community of your choosing. Given the constraints of a semester, you will not be expected to roll out your planned intervention in the real world, but instead create a planned intervention that *could* be rolled out under different circumstances.

You will complete this project in 4 assignments throughout the course of the semester.

To begin, you and your group will identify a macro client system. This could be a community (either geographic or characteristic), a group or an organization. You will select your client system with the intention of assessing it from multiple perspectives (historical, demographic, geographic, what are the parameters of the community, who is involved, what is the size of the client system, etc.). In this assessment, you will also identify a potential problem or need of this community. From there, you will analyze the problem and propose a macro intervention (community organizing, policy practice, program development, task group etc.) that could be implemented in the real world at some point. You will not be tasked with implementing it during this semester, though.

Discussion Boards (Kahn Text Reactions)

In addition to the online “Community Toolbox” material, we will also be reading *Creative Community Organizing* by Si Kahn. You will complete 7 group discussion board assignments related to this text. Your group for discussion will remain the same throughout the semester and will be the same group as your Macro Intervention Project.

For each assignment, you will submit a reflection highlighting your reactions, responses, curiosities, and wonders. You will also connect the text material to the other concepts of our course. Then, one week later, you will respond to your group members’ comments in the form of a discussion. Your response can be a validation of your peer’s ideas, a question or wonder, a continuation of a peer’s idea, or you may find it appropriate to connect the Kahn text to some of your own experiences creating your Macro Intervention Project. Discussion Board assignments are graded as credit/no credit. **To receive credit, you must complete both your initial post AND your peer response post(s). Completing only one of the 2 will result in a grade of “no credit.”** Each Discussion Board is worth 15 points.

Attendance and Participation:

Students are expected to attend all classes, arrive on time, and stay the full length of class. **Attendance will be taken each class. If you arrive after attendance is taken, it is your responsibility to check in at the end of class to be marked present.**

GRADING SCALE

Percentage	Letter Grade	Quality Points
98 - 100%	A+	4.00
94 - 97.9%	A	4.00

91 - 93.9%	A-	3.67
88 - 90.9%	B+	3.33
84 - 87.9%	B	3.00
81 - 83.9%	B-	2.67
78 - 80.9%	C+	2.33
74 - 77.9%	C	2.00
71 - 73.9%	C-	1.67
68 - 70.9%	D+	1.33
64 - 67.9%	D	1.00
61 - 63.9%	D-	0.67
Below 60.9%	F	0.00

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

Course Objective/Student Learning Outcome	EPAS Competency	Assignment	Dimension*
1. Demonstrate a commitment to social work practice and its purpose, values, and ethics with a focus on task groups, organizations, and communities	1, 2, and 3	Reflections, discussions and macro intervention project	V and CAP
2. Identify, explain, and apply the steps in the Generalist Intervention Model: engagement, assessment, planning and contracting, intervention, evaluation, and termination in relation to groups, organizations, and communities	3, 6, 7, 8, and 9	Macro intervention project	K and S
3. Recognize the dynamics and structures in task groups, organizations, and communities	2 and 6	Assigned reading discussions and macro intervention project	K and CAP
4. Analyze and differentiate settings in order to select appropriate and effective forms of intervention	4, 7, and 8	Macro intervention project	S and CAP
5. Practice culturally competent skills with class, gender, LGBTQ+, and racial/ethnic differences in groups, organizations, and communities	2 and 6	Reflections and macro intervention project	S, V, and CAP
6. Demonstrate the knowledge and skills to access available resource systems and overcome barriers to them	1 and 8	Self-reflection journaling and macro intervention project	K and S
7. Develop moderate skills in planning, collaboration, empowerment, and advocacy to effect social change with groups, organizations, and communities	6 and 8	Assigned reading discussions and macro intervention project	S

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

- Alexander, J., Callaghan, J., & Fellin, L. (2018). Genograms in research: Participants' reflections of the genogram process. *Qualitative Research in Psychology*, (2018), 1-21.
- Biggart, L., Ward, E., Cook, L., & Schofield, G. (2017). The team as a secure base: Promoting resilience and competence in child and family social work. *Children and Youth Services Review*, 83, 119-130.
- Collins, D., Jordan, C., & Coleman, H. (2012). *Brooks/Cole empowerment series: An introduction to family social work (fourth edition)*. Cengage Learning.
- LaRocque, S. (2017). Group work education in social work: A review of the literature reveals possible solutions. *Journal of Social Work Education*, 53(2), 276-285.
- Tharps, L. (2016). *Same family, different colors: Confronting colorism in America's diverse families*. Boston, MA: Beacon Press.
- Van Hook, M. P. (2019). *Social work practice with families: A resiliency-based approach (third edition)*. Oxford University Press.
- Zastrow, C. & Hessenauer, S. L. (2018). *Empowerment series: Social work with groups: Comprehensive practice and self-care (tenth edition)*. Cengage Learning.