CALIFORNIA STATE UNIVERSITY, LONG BEACH

SCHOOL OF
SOCIAL
WORK
COLLEGE OF
HEALTH
@HUMAN
SERVICES

SW 592: Macro Practice Skills and Interventions

Instructor: **Telephone:**
Office: **E-mail:**
Office Hours:

Catalog Description
Co-requisites: SW 596A or SW 596B. This course focuses on the acquisition and application of knowledge and skills for macro practice. History, methods, theories, and socio-political determinants are emphasized. Explores implications for diverse communities; examines the relationship between professional values and ethical dimensions within community practice. Letter grade only (A-F).

Course Description
This course presents foundation knowledge, values, and skills for macro social work practice with organizations, and communities, with an emphasis on diverse urban community issues. The course emphasizes community-level social work practice, focusing on strategies for community assessment, community organization, and community change in low-income communities and with oppressed populations. Since macro-level social work practice often entails working with others to achieve desired change, students will enhance their knowledge of and skills in working in task groups. The students will explore and develop evidence-based knowledge and skills for conducting community strengths and challenge assessments, as well as examine strategies for community organization and advocacy from the context of multicultural community environments. Students also examine power, oppression, social and economic justice, social rights, and ethical issues affecting macro-level advanced generalist social work practice.

Course Objectives
Upon successful completion of the course, the student will be able to:

1. Analyze the history and contemporary context for macro practice and the evolution of theoretical models for community engagement with diverse populations.

2. Integrate the application of micro and mezzo level skills to macro-level advanced generalist social work practice.

3. Compare and contrast social planning, community development, community organization practice, and principles to mobilize a diverse range of community resources and assets to assist in alleviating societal barriers.

4. Examine social and economic justice, oppression, professional values, and advocacy in the context of macro practice settings.

5. Integrate effective ways to analyze and assess community strengths and challenges and intervene with communities using evidence-based practice.

6. Assess how social problems are identified, defined and impact low-income communities and oppressed populations.

7. Analyze how ethical conflicts and dilemmas arise in macro practice and how ethical frameworks can be used in addressing ethical dilemmas facing macro practitioners.

Course Format
This course will include a variety of teaching methods, such as:

- Lecture (instructor and guest speakers)
- Small group discussions
- Large group discussions
- Experiential exercises
- Specific applications of the text and handouts
- Text and supplemental reading materials
- Professional journal article content analysis
- Collaborative (students and instructor) questions generating dialogue and debate
- Multimedia presentations, including videos, PowerPoint, and overheads

Textbook
Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York, NY: Springer Publishing Company. ISBN: 978-0-8261-0811-1

Additional reading materials listed in the syllabus for each week will be available on library reserve or BeachBoard.

Course Schedule

Date	Week	Topic	Assignment
	1	Intro to the Course: Overview of Macro Practice	
	2	Models/Roles of Macro Social Workers	
	3	Collaboration and Networking	
	4	Defining and Engaging Diverse Communities	
	5	Community Assessment: Community Strengths & Challenges (lab)	
	6	Defining Social Problems and Contributors From Multiple Perspectives	
	7	**Midterm**	**Midterm**
	8	Power, Privilege, Oppression, Social, and Economic Justice	
	9	Analyzing Community Data for Change	**Reflection Paper on Power, Oppression, and Social Justice**
		Spring Break	
	10	Group Community Observations and In-person Data Gathering	
	11	Group Community Observations and In-person Data Gathering	**Community Challenges and Strengths Assessment Paper**
	12	Ethics and Evaluation of Community Practice	
	13	Structure and Mission of Human Services Organizations	
	14	Group presentations	**Community Evidence-Based Practice Paper**
	15	**Finals week**	**Contributions to Group Project form due**

Assignments and Examinations

Assignments and examinations are designed to help the student further integrate and apply to practice classroom content and field activities. They are structured to facilitate sequential understanding of the subject matter. Due dates for all assignments are included on the Course Schedule below.

Assignment	Points	Weight
Attendance, Participation, and Professional Accountability Class attendance and participation are required. Students are expected to take an active role in the presentation and discussion of course topics. During all sessions, students are expected to complete the readings before class begins. Students are expected to participate in discussions by sharing information from the readings, community experiences, and/or current events. Full participation is essential to learning in the class and will allow students to successfully apply the course material in a way that is personally and professionally meaningful. Contributions to the efficiency, effectiveness, and cohesion will be considered.		10%
Mid-term Assessment The mid-term assessment will be an essay related to course content and vignettes in the first half of the semester. The assessment will emphasize critical thinking and application of knowledge to macro practice.		20%

Community Challenges and Strengths Assessment Paper Each group will select a zip code, census track, or clearly defined neighborhood in Southern California. Each group will complete an 18-20 page paper on the strengths and challenges of the community. The purpose of the assignment is for project groups to gain a beginning understanding of a community and explore its social/cultural, political, economic, and environmental aspects of a neighborhood. This research will include an assessment of assets, needs, and responses to social problems. Each group will complete a Community Challenges and Strengths Assessment of their chosen area, using secondary data, community observations (at least 3 hours), social service agency and community resident interviews (at least 3 each). Secondary data will be compared against other locations to facilitate a better understanding of the relative strengths and challenges in the community. Interviews and secondary data presentation should consider cultural differences when appropriate.		**20%**
SSW PE 2.2 PRACTICED SSW PE 3.3 PRACTICED SSW PE 5.1 PRACTICED SSW PE 6.1 PRACTICED SSW PE 9.1 PRACTICED SSW PE 9.2 PRACTICED **Community Evidence-Based Practice Group Paper** In a 12-15 page paper, the group will build on their Community Challenges and Strengths Assessment Paper by observing the community, observing the community, observing the community observing the community observing the community, analyzing, across the community indicators and qualitative information gathered from interviews and observations, to identify the two primary social problems or resource gaps in their selected community. A clear link between assessment data and challenge selection should be made. Once these challenges are selected, the group will utilize the literature to identify evidence-based practice approaches that could be utilized in the community to help reduce and/or alleviate the social challenges of most concern. The goal(s) and objectives for the proposed strategies need to be identified. As part of the analysis, groups should consider possible cultural differences in the impact of the challenge, the target population, and the potential effectiveness of interventions given the community's population. The paper should also identify the key stakeholders who would need to be mobilized to most effectively reduce the social challenge and resource gaps in the community. Limitations to your assessment and analysis process will be included in the paper as well as a recommended plan for further assessment and mobilization in your community. Team members will receive the same grade for both paper assignments. Students are expected to respect social work ethics by participating fully as a member of their team, and to consult with the instructor if the team is challenged in its process of working together.		**20%**
Contribution to Group Project: Self and Peer Rating		**10%**

The aim of this rating scale is for students to reflect upon and evaluate their own and classmates' contributions throughout the course of the semester. It is an opportunity for students to honestly reflect upon their contributions to the applied project process and to provide honest feedback to their group mates regarding their contributions. It is expected that the feedback will give students the chance to identify opportunities for growth to be realized in their work on future group projects. Detailed guidelines will be handed out during class.		

  Reflection Paper on Power, Oppression, and Social Justice Students will participate in two activities during the semester. Each of these activities will require the students to reflect, analyze, and assess their stance as a macro social worker, stance based on their social identities, access to power and privilege, collaboration with community residents, and ethical conflict and dilemmas that may arise in relationship to work in oppressed or marginalized communities. Grading will be contingent upon a thoughtful analysis of the activity, reflection of the experience, inclusion of content from class lectures, discussions, integration of content from course readings, and satisfactorily responding to each point described in paper guidelines.		**10%**
Presentation The objective of the presentations is to demonstrate students' competencies as professional social workers to deliver an engaging and informative presentation related a community assessment and possible evidence-based prevention and intervention strategies. Presentations will be 15 minutes and focus on community strengths and challenges, and proposed intervention strategies. Special care should be taken to identify social-cultural, diversity, and political factors that may help or hinder assessing and intervening in your community. Recommendations for the macro roles and practice models that social workers should adopt in your community should also be included.		**10%**

Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW 592) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Course Objectives	Behaviors	Assessments/ Assignments
C1. Demonstrate ethical and professional behavior	4, 7	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	Community Challenges & Strengths Assessment Paper Reflection Paper on Power, Oppression, and Social Justice, Presentation
C2. Engage diversity and difference in practice	1, 6	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Midterm Exam, Community Challenges & Strengths Assessment Paper, Community Evidence-based Practice Group Paper, Reflection Paper on Power, Oppression, and Social Justice
C3. Advance human rights and social and economic justice.	3, 4	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Community Challenges & Strengths Assessment Paper, Community Evidence-based Practice Group Paper, Reflection Paper on Power, Oppression and Social Justice
C4. Engage in practice-informed research and	1, 3, 5, 6	Use practice experience and theory to inform scientific inquiry and research;	Community Evidence-based Practice Group Paper

research-informed practice		Use and translate research evidence to inform and improve practice, policy, and service delivery	
C6. Engage with individuals, families, groups, organizations, and communities	5, 6, 7	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Community Evidence-based Practice Group Paper
C7. Assess individuals, families, groups, organizations, and communities	5, 6	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Midterm Exam, Community Evidence-based Practice Group Paper
C8. Intervene with individuals, families, groups, organizations, and communities	2, 5	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Community Challenges & Strengths Assessment Paper, Community Evidence-based Practice Group Paper

*Includes knowledge, values, skills, and cognitive and affective processes.

Detailed Course Schedule and Reading Assignments

Week 1: Intro to the Course: Overview of Macro Practice

Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York: Springer Publishing Company. Chapter 1.

Staples, L. (2009). In praise of community organizers. *Social Work with Groups*, *32*(4), 270-273.

Week 2: Models/Roles of Macro Social Workers

Required Readings:

Association for Community Organization and Social Administration (ACOSA). (2014). Retrieved from http://www.acosa.org

Fisher, R., & Corcuilto, D. (2011). Rebuilding community organizing education in social work. *Journal of Community Practice, 19*(4), 355-368.

McKnight, J. (1991). Services are bad for people: You're either a citizen or a client. *Organizing*, (Spring/Summer), 41-44.

Sites, W., Chaskin, R. J., & Parks, V. (2007). Reframing community practice for the 21st century: Multiple traditions, multiple challenges. *Journal of Urban Affairs, 29*(5), 519-530.

Stall, S., & Stoecker, R. (2012). Community organizing or organizing community? Gender and the crafts of empowerment. In J. DeFilippis & S. Saegert (Eds.). *The community development reader* (pp. 201-208). New York: Routledge.

Week 3: Collaboration and Networking

Required Readings:

Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York: Springer Publishing Company. Chapters 2, 3.

Long, D. D., Tice, C. J., & Morrison, J. D. (2006). Adopting a strengths perspective in macro practice. D. D. Long, C. J. Tice, & J. D. Morrison, *Macro social work practice: A strengths perspective* (pp. 26-49). Monterey, CA: Brooks/Cole

Satterwhite, F. J. O., & Teng, S. (2007). Culturally based capacity building: An approach to working in communities of color for social change. *Organizational development and capacity in cultural competence*. Retrieved from http://www.compasspoint.org/sites/default/files/docs/ research/ 496_satterwhitefull.pdf

Julnes, P. D., & Johnson, D. (2011). Strengthening efforts to engage the Hispanic community in citizen-driven governance: An assessment of efforts in Utah. *Public Administration Review*, *71*(2), 221–231. doi:10.1111/j.1540-6210.2011. 02333.x

<mark>SSW PE 2.1 INTRODUCED</mark>

<mark>Week 4:</mark> **Defining and Engaging Diverse Communities**

Required Readings:

McDonough, K. E., & Davitt, J. K. (2011). It takes a village: Community practice, social work, and aging-in-place. *Journal of Gerontological Social Work, 54*(5), 528-541.

Christens, B., & Dolan, T. (2011). Interweaving youth development, community development, and social change through youth organizing. *Youth & Society*, *43*(2), 528-548.

Shapiro, J. P. (1993). Tiny Tims, Supercrips, and the end of pity. In J. P. Shapiro, *No pity: People with disabilities forging a new civil rights movement* (pp. 12-40). New York: Three Rivers Press.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education, 8*(1), 69-91.

SSW PE 4.3 INTRODUCED

SSW PE 5.1 INTRODUCED

SSW PE 5.2 INTRODUCED

SSW PE 7.1 INTRODUCED

Week 5:
Week 5:
Weeks 5 & 6: **Community Assessment: Community Strengths & Challenges (lab)**

Required Readings:
Garcia, M. L., Mizrahi, R., & Bayne-Smith, M. (2014). Education for interdisciplinary community collaboration and development: The components of a core curriculum by community practitioners. *Journal of Teaching in Social Work, 30*(2), 174-194.
Robinson, J. W., & Smutko, L. S. (2011). The role of conflict in community development. In J. W. Robinson & G. P. Green, *Introduction to community development: Theory, practice & service learning* (pp. 107-118). Los Angeles: Sage Publications.
Hooker, S. P., Cirill, L., & Wicks, L. (2007). Walkable neighborhoods for seniors: The Alameda county experience. *Journal of Applied Gerontology, 26*(2), 157-181.
US Government Accountability Office. (2014). *Best practices in collaboration.* Retrieved from http://www.gao.gov/key_issues/leading_practices_collaboration/
Saegert, S. (2012). Building civic capacity in urban neighborhoods: An empirically grounded anatomy. In J. DeFilippis & S. Saegert (Eds.). *The community development reader* (pp. 220-227). New York: Routledge.

Week 6:
Weeks 5 & 6: **Defining Social Problems and Contributors from Multiple Perspectives**

Required Readings:
Lavoie, C. (2012). Race, power and social action in neighborhood community organizing: Reproducing and resisting the social construction of the other. *Journal of Community Practice, 20*(3), 241-259.
Johnson, A. (2005). Privilege, oppression, and difference. In A. Johnson, *Privilege, power, and difference* (2nd ed.; pp. 12-40). Sydney, Australia: McGraw-Hill Humanities.
California Budget Project. (2010). *Making ends meet: How much does it cost to raise a family in California?* Sacramento, CA: California Budget Project.
Traynor, B. (2012). Community building: Limitations and promise. In J. DeFilippis & S. Saegert (Eds.), *The community development reader* (pp. 209-219). New York: Routledge.

Week 7: Midterm

Required Readings:

Quon Huber, M. S., Frommeyer, J., Weisenbach, A., & Sazama, J. (2003). Giving youth a voice in their own community and personal development. In F. A. Villarruel, D. F. Perkins, L. M. Borden, & J. G. Keith. (Eds). *Community youth development programs, policies and practices* (pp. 297-323). Thousand Oaks, CA: Sage Publications.

Rubin, H. J., & Rubin, I. (2008). Learning about personal community. In H. J. Rubin & I. Rubin, *Community organizing and development* (pp. 145-167). Boston: Pearson.

Rusch, L. (2010). Rethinking bridging: Risk and trust in multiracial community organizing. *Urban Affairs Review*, *45*(4), 483-506.

Weber, L., & Hilfinger Messias, D. (2012). Mississippi front-line recovery work after Hurricane Katrina: An analysis of the intersections of gender, race, and class in advocacy, power relations, and health. *Social Science & Medicine*, *74*(11), 1833-1841.

SSW PE 3.1 INTRODUCED

Week 8: Power, Privilege, Oppression, Social and Economic Justice

Required Readings:
Craig, S. L. (2011). Precarious partnerships: Designing a community needs assessment to develop a system of care for gay, lesbian, bisexual, transgender and questions (GLBTQ) youths. *Journal of Community Practice, 19*(3)*,* 274-291.

Garza, A. (2014). A herstory of the #BlackLivesMatter movement. *The Feminist Wire.* Retrieved from http://thefeministwire.com/2014/10/blacklivesmatter-2

California Budget Project. (2010). *Who pays taxes in California?* Sacramento, CA: California Budget Project.

SSW PE 4.1 INTRODUCED

SSW PE 7.2 INTRODUCED

SSW PE 7.3 INTRODUCED

SSW PE 9.1 INTRODUCED

SSW PE 9.3 INTRODUCED

Week 9:
Week 9:
Week 9: Analyzing Community Data for Change

Required Readings:
Anderson, B. (2011). Finding ways to the hard to reach—considerations on the content and concept of outreach work. *European Journal of Social Work, 10*(2), 1-16.

Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York: Springer Publishing Company. Chapter 6.

SSW PE 2.2 INTRODUCED
SSW PE 3.3 INTRODUCED
SSW PE 6.1 INTRODUCED

Week 10:
Weeks 10 & 11: **Group Community Observations and In-person Data Gathering**

Required Readings:
> Brooke-Weiss, B. Haggerty, K. P., Fagan, A. A., Hawkins, J. D., & Cady, R. (2008). Creating community change to improve youth development: The communities that care system. *The Prevention Researcher, 15*(2), 21-24.
> Ohmer, M. (2008). Assessing and developing the evidence base of macro practice interventions with a community and neighborhood focus. *Journal of Evidence-Based Social Work, 5*(3-4), 519-547.
> Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work With Groups*, *35*(3), 287-296.
> Su, C. (2007). Cracking silent codes: Critical race theory and education organizing. *Discourse: Studies in the Cultural Politics of Education, 28*(4), 531-548.

Week 11:
Weeks 10 & 11: **Group Community Observations and In-person Data Gathering**

Required Readings:
> Alex-Assenshoh, Y. M. (2004). Taking the sanctuary to the streets: Religion, race and community development in Columbus, Ohio. *The ANNUALS of the American Academy of Political and Social Science, 594*(1), 79-91.
> Banks, A. (2006). The price of the ticket. *ColorLines*. Retrieved from http://www.arc.org/content/view/433/217
> Fuentes, E. M. (2012). On the rebound: Critical race praxis and grassroots community organizing for school change. *Urban Review, 44*(5), 628-648.
> Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York: Springer Publishing Company. Chapter 14.
> Orelus, P. W. (2013). Unpacking the race talk. *Journal of Black Studies*, *44*(6), 572-589.

SSW PE 4.2 INTRODUCED

SSW PE 9.2 INTRODUCED

Week 12:

Week 12: **Ethics and Evaluation of Community Practice**

Required Readings:
> Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York: Springer Publishing Company. Chapter 10.
> Freisthler, B., Lery, B., Gruenwald, P. J., & Chow, J. (2006). Methods and challenges of analyzing spatial data for social work problems: The case of examining child maltreatment geographically. *Social Work Research*, *30*(4), 198–210.
> Ferguson, K. (2007). Implementing a social enterprise intervention with homeless, street-living youths in Los Angeles. *Social Work*, *52*(2), 103-112.

Week 13: Structure and Mission of Human Services Organizations

Required Readings:
    Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York: Springer
        Publishing Company. Chapter 9.
    Donaldson, L. (2004). Toward validating the therapeutic benefits of empowerment oriented social
        action groups. *Social Work With Groups*, *27*(2/3), 159–175.
    Miller, R., & Shinn, M. (2005). Learning from communities: Overcoming difficulties in
        dissemination of prevention and promotion efforts. *American Journal of Community
        Psychology*, *35*(3/4), 169–183.

Week 14: Group presentations

Required Readings:
    Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York: Springer
        Publishing Company. Chapter 4.
    Hardina, D. (2004). Guidelines for ethical practice community organizing. *Social Work, 49*(4),
        595-604.

Contributions to Group Project Due

Supplemental Bibliography

Journal Articles

Altschuler, J. (2004). Beyond money and survival: The meaning of paid work among older women. *International Journal Aging and Human Development*, *58*(3), 223.

California Budget Project. (2010). *Making ends meet: How much does it cost to raise a family in California?* Sacramento, CA: California Budget Project.

California Budget Project. (2010). *Who pays taxes in California?* Sacramento, CA: California Budget Project.

Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. *Administration in Social Work, 29*(3), 23-42.

Martinez, E., & Garcia, A. (1996). What is neoliberalism: A brief definition for activists. *CorpWatch.* Retrieved from http://www.corpwatch.org/article.php?id=376

McCarthy, J., & Walker, E. (2012). Continuity and change in community organizing. *Social Policy*, *42*(2), 3-7.

Pray, K. L. M. (2003). When is community organization social work practice? *Journal of Community Practice, 11*(3), 91-101.

Rothman, J. (2008). Multi modes of intervention at the macro level. *Journal of Community Practice*, *15*(4), 11-40.

Sites, W., Chaskin, R. J., & Parks, V. (2007). Reframing community practice for the 21st century: Multiple traditions, multiple challenges. *Journal of Urban Affairs, 29*(5), 519-541.

Solomon, A. (2014, December 14). Southeast Asian activists urge "solidarity with Black people" post Garner non-indictment. *ColorLines.* Retrieved from http://colorlines.com/archives/2014/12/southeast_asian_activists_urge_solidarity_with_black_people_post_garner_non-indictment.html

Office of Migrant Education New Directors Orientation. (2001). *Comprehensive needs assessment.* Retrieved from http://www.ed.gov/admins/lead/account/ compneedsassessment.pdf

US Government Accountability Office. (2014). *Best practices in collaboration.* Retrieved from http://www.gao.gov/key_issues/leading_practices_collaboration

Wimpfheimer, S. (2004). Leadership and management competencies defined by practicing social work managers: An overview of standards developed by the National Network for Social Work Managers. *Administration in Social Work, 28*(1)*,* 45-56.

Yancy, G., & Butler, J. (2015). *What's wrong with 'All Lives Matter'?* Retrieved from http://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/?_r=0

Zippay, A., & Demone, H. (2011). Initial macro-level job responsibilities among MSW graduates. *Administration in Social Work, 35*(4) 412-424.

Books

Burghardt, S. (2013). *Macro practice in social work for the 21st century: Bridging the macro-micro divide* (2nd ed.). Thousand Oaks, CA: Sage.

Gutierrez, L., Lewis, M., Nagda, P., Wernick, S., & Shore, K. (2005). Multicultural community practice strategies and intergroup empowerment. In M. Weil (Ed.), *Handbook of community practice* (pp. 341-359). Thousand Oaks, CA: Sage.

Hardina, D. (2013). *Interpersonal social work skills for community practice.* New York: Springer Publishing Company.

Hooks, B. (2003). *Teaching community: Pedagogy of hope.* New York: Routledge.

Long, D. D., Tice, C. J., & Morrison, J. D. (2006). *Macro social work practice: A strengths perspective.* Monterey, CA: Brooks/Cole

Minkler, M., Wallerstein, N., & Wilson, N. (2008). Improving health through community

organization and community building. In K. Glanz, B. K. Rimer, & K. Viswanath (Eds.). *Health behavior and health education: Theory, research, and practice* (pp. 287-299). San Francisco: John Wiley & Sons.

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas M. L. (2012). *Social work macro practice* (5th ed.). New York: Allyn and Bacon.

Payne, C. M. (2007). *I've got the light of freedom.* Berkeley: University of California Press.

Quon Huber, M. S., Frommeyer, J., Weisenbach, A., & Sazama, J. (2003). Giving youth a voice in their own community and personal development. In F. A. Villarruel, D. F. Perkins, L. M. Borden, & J. G. Keith (Eds), *Community youth development programs, policies and practices* (pp. 297-323). Thousand Oaks, CA: Sage Publications.

Reisch, M., & Andrews, J. (2002). *The road not taken: A history of radical social work in the United States*. New York: Brunner-Routledge.

Robinson, J. W., & Smutko, L. S. (2011). The role of conflict in community development. *Introduction to community development: Theory, practice & service learning* (pp. 107-118)*.* Los Angeles: Sage Publications.

Rubin, H. J., & Rubin, I. (2008). *Community organizing & development*. Boston: Pearson. Saegert, S. (2012). Building civic capacity in urban neighborhoods: An empirically grounded anatomy. In J. DeFilippis & S. Saegert (Eds.), *The community development reader* (pp. 220-227)*.* New York: Routledge.

Stall, S. & Stoecker, R. (2012). Community organizing or organizing community? Gender and the crafts of empowerment. In J. DeFilippis & S. Saegert (Eds.), *The community development reader* (pp. 201-208)*.* New York: Routledge.

Traynor, B. (2012). Community building: Limitations and promise. In J. DeFilippis & S. Saegert (Eds.), *The Community Development Reader* (pp. 209-219)*.* New York: Routledge.

Weil, M., Reisch, M., & Ohmer, M. (2013). *The handbook of community practice* (2nd ed.). Thousand Oaks, CA: Sage.

Classic Works

Abramovitz, M. (1996). *Under attack, fighting back*. New York: Monthly Review Press.

Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work, 43*(6), 512-26.

Alinsky, S. (1989). *Reveille for radicals*. New York: Random House.

Alinsky, S. (1971). *Rules for radicals.* New York: Vintage Press.

Fisher, R., & Corcuilto, D. (2011). Rebuilding community organizing education in social work. *Journal of Community Practice, 19*(4), 355-368.

Fisher, R., DeFilippis, J., & Shragge, E. (2012). History matters: Canons, anti-canons, and critical lessons from the past. In DeFilippis, J. & Saegert, S. (Eds.), *The community development reader* (pp. 191-200)*.* New York: Routledge.

Friere, P. (1970). *Pedagogy of the oppressed.* London: Continuum International Publishing Group.

Freire, P. (1994). *Pedagogy of hope: Reliving pedagogy of the oppressed*. New York: Continuum.

Homan, M. (2015). *Promoting community change: Making it happen in the real world* (6th ed.). Boston: Brooks/Cole.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom Magazine*, pp. 1012: Women's International League for Peace and Freedom, Philadelphia. Retrieved from http://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf

Piven, F. F., & Cloward, R. (1977). *Poor people's movement: Why they succeed, how they fail.* New York: Vintage

Shapiro, J. P. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Three Rivers Press.

Specht, H., & Courtney, M. (1994). *Unfaithful angels: How social work has abandoned its mission.* New York: Free Press.

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES

NEW UNIVERSITY POLICY (As of August 2, 2018) REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided "BeachMail" (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your "preferred" email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may Use Rules to Automatically Forward Messages from your BeachMail account to your preferred personal email account. You can access your BeachMail (Outlook) account within the campus Single Sign-On (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.
The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)
http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)
It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562) 985-5401.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Campus Behavior (U)
General Policies
CSULB Statement on Civility and Acts of Violence
http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations
All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules,

regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior
It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)
The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:
- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism

Definition of Plagiarism
Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating
Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action
One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.
a. Review – no action.
b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
c. A requirement that the work be repeated;
d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
e. Assignment of a failing final grade;
f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance
http://catalog.csulb.edu/content.php?catoid=2&navoid=30

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW courses.

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences
Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:
a. Illness or injury to the student
b. Death, injury, or serious illness of an immediate family member or the like

c. Religious reasons (California Education Code section 89320)
d. Jury duty or government obligation
e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Attendance and Absences in Field Education Internship Placement
Please refer to the Field Education Manual for absences in field education internship placement and seminar requirements.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. Absences impact a student's academic work and performance as well as the participation of other students. For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars). For Summer Session I or III courses, which meet twice a week for only six weeks, students are allowed only one absence. The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly. Students are encouraged to save these absences for situations in which they may not be in control of circumstances.

One additional absence will be allowed without consequence to the final grade **ONLY** for illness, injury, or other University established excused absences (as specified above in A. Excused Absences) and **only** when documentation is provided.

1. Students who anticipate extended or multiple absences, beyond the maximum of two absences allowed as specified above, during a particular semester should consult with the Director of Field Education (if they will be in their field education internship or seminar) and Graduate Program Coordinator before enrolling in any classes to determine whether it will be possible to complete field education placement/seminar requirements and course requirements and develop alternatives to making up missed work as required.
2. Students who realize after enrollment that they will have extended or multiple absences, beyond the maximum of two absences allowed as specified above, should consult with the Director of Field Education (if they are in a field education in internship placement/seminar) and Graduate Program Coordinator to see whether it will be possible to complete field education placement/seminar and course requirements and develop alternatives to making up missed work as required.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by Disabled Student Services at (email: dss@csulb.edu, telephone: (562) 985-5401, location: Brotman Hall Room 270). DSS is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

Academic Senate – Attendance Policy, Policy Statement 01-01
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)
Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb

Cancellation of Registration or Withdrawal from CSULB
Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)
Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:
Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:
Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:
Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal.

These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:
No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
Withdrawals in terms prior to fall 2009 at CSULB,
Withdrawals at institutions other than CSULB, and
Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal
CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,
    and
b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)
An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Absenteeism (I)
Students are responsible to attend all class meetings and associated project group meetings. A student attendance sheet will be provided at every class. It is your responsibility to ensure that you sign-in on the sheet when you attend the class.

If you plan to miss a class, you (not a classmate) must notify the instructor and cc: your Group mates via email **at least 24-hours prior** to the beginning of the class you will miss (e.g., if you plan to miss a Friday class that starts at 1:00 p.m., you will need to contact the instructor no later than the previous day, Thursday, by 1:00 p.m.).

If you miss a class because of sickness, an emergency, or unforeseen family obligations, you (not a classmate) must notify the instructor and cc: your Group mates via email **within 36-hours** of the beginning of the class you miss (e.g., if you unexpectedly miss a Friday class that starts at 1:00 p.m., you will need to contact the instructor no later than, Sunday, by 1:00 a.m.).

In addition, it is expected that all students will arrive to class on-time, and remain in class the entire duration of the class. Excessive tardiness or early departure from class will impact your overall grade.

Accessibility (I)
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the CSULB Emergency Intervention and Wellness Program for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.
https://web.csulb.edu/divisions/students/studentdean/emergency_grant/

Laptops/Texting Devices/Cell phones (I)
Laptop computers may be used in the class to take notes **ONLY.** If computers are used for any other reason (i.e., checking emails, Facebook, online surfing or shopping, googling etc.) then the student is not being "present" for class and will be marked absent which can affect the student's class participation grade.

Messaging Devices (I)
Due to the disruptive nature of messaging devices (e.g., cell phones, iPods, iPads, iPhones, Blackberrys and smartphones) it is required that all such devices are turned off while in class. Use of these devices will imply the student is not being "present" for class and will be marked absent which can affect your class participation grade.

In the event of a crisis that requires the student to be accessible to employers or significant others, please inform the instructor at the beginning of class and select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning process and environment as well as colleagues.

Confidentiality and Respect (I)
Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)
All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 10% reduction in score unless an acceptable alternative has been negotiated with the instructor. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)
This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-

processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)
Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk
The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 | helpdesk@csulb.edu or visit them on the web at http://web.csulb.edu/divisions/aa/academic_technology/thd/

SW 592 – Macro Practice Skills & Interventions

Overview of Assignments & Activities

In the SW592 Foundation of Macro Practice course, students engage in small and large group discussions in class, complete a mid-term exam, complete a power/privilege reflection, work as a small group to explore a community (using observations, assessment and community resident interviews), and write two group papers based on those community explorations. At the end of the semester, students present an overview of their community macro project work to their peers.

SSW PE 4.3 PRACTICED
SSW PE 7.1 PRACTICED
SSW PE 7.2 PRACTICED
SSW PE 7.3 PRACTICED

Small Group Activities/Discussions

For the SW592 Foundation Macro Practice course, most in-class activities involve large and small group discussions. If groups are discussing macro issues/vignettes related to a community, students can bring their own area of interest/population of interest to the discussions. For example, the PPSC students might have an opportunity to focus on issues related to schools, the school setting as part of the macro environment, and community impacts on schools. PPSC students might have an opportunity to focus on issues related to schools, the school setting as part of the macro environment, and community impacts on schools. (Course Objectives 4, 7)

Midterm Exam

The midterm exam covers the texts, lectures, classroom discussions, and video/written vignettes. The format includes objective questions. Students will demonstrate the ability to synthesize the

material from the course, and to apply critical thinking/theory to macro work practice. (Course Objectives 1,5,6)

SSW PE 3.1 ASSESSED

Reflection Paper on Power, Oppression, and Social Justice

Students will participate in two activities during the semester. Each of these activities will require the students to reflect, analyze, and assess their stance as a macro social worker, stance based on their social identities, access to power and privilege, collaboration with community residents, and ethical conflict and dilemmas that may arise in relationship to work in oppressed or marginalized communities. (Course Objectives 1,3,4,6)

SSW PE 2.2 ASSESSED

SSW PE 2.3 ASSESSED

SSW PE 3.3 ASSESSED

SSW PE 4.1 ASSESSED

SSW PE 5.1 ASSESSED

SSW PE 5.2 ASSESSED

SSW PE 7.1 ASSESSED

SSW PE 9.2 ASSESSED

Community Challenges and Strengths Assessment Paper

Community Challenges and Strengths Assessment Paper

Community Challenges and Strengths Assessment Paper

Community Challenges and Strengths Assessment Paper

Community Challenges and Strengths Assessment Paper

Community Challenges and Strengths Assessment Paper

For the *Community Challenges and Strengths Assessment Paper*, each group will select a zip code, census track, or clearly defined neighborhood in Southern California. The group will complete an 18-20 page paper on the strengths and challenges of the community. The purpose of the assignment is for project groups to gain a beginning understanding of a community and explore its social/cultural, political, economic, and environmental aspects of a neighborhood. This research will include an assessment of assets, needs, and responses to social problems. Each group will complete a *Community Challenges and Strengths Assessment* of their chosen area, using secondary data, community observations, social service agency and community resident interviews. Secondary data will be compared against other locations to facilitate a better understanding of the relative strengths and challenges in the community.

This assignment is relevant to PPSC students as they can focus part of the assessment work to look at the strengths and challenges of the school system through community observations, school social workers or school personnel, and community resident interviews (family member who has school-aged children, residents who interface with the school in the zip code). PPSC

students could also examine secondary data to better understand the K-12 schools in that particular zip code as compared to other schools in other locations. (Course Objectives 1, 3, 4, 6)

SSW PE 4.2 ASSESSED

SSW PE 4.3 ASSESSED

SSW PE 6.4 ASSESSED

SSW PE 9.1 ASSESSED

SSW PE 9.3 ASSESSED

Community Evidence-Based Practice Group Paper

Community Evidence-Based Practice Group Paper

Community Evidence-Based Practice Group Paper

In this paper, the groups build on their *Community Challenges and Strengths Assessment Paper* by analyzing community indicators and qualitative information gathered from interviews and observations, to identify the two primary social problems or resource gaps in their selected community. Once these challenges are selected, the groups utilize the literature to identify evidence-based practice approaches that could be utilized in the community to help reduce and/or alleviate the social challenges of most concern. Groups identify goal(s) and objectives for the proposed strategies. As part of the analysis, groups are expected to consider possible cultural differences in the impact of the challenge, the target population, and the potential effectiveness of interventions given the community's population. The paper identifies the key stakeholders who would need to be mobilized to most effectively reduce the social challenge and resource gaps in the community. Students explore limitations to the assessment and analysis process and provide a recommended plan for further assessment and mobilization in the community.

For PPSC students, this group paper presents an opportunity to explore the schools, school setting and key stakeholders in the school setting for the zipcode to examine how they can reduce the social challenge or identified resource gaps in the community. PPSC students can focus on the role the school and key stakeholders play in strengthening the community. (Course Objectives 1, 2, 3, 4, 5, 6, 7)

SSW PE 4.2 PRACTICED

Presentation

The objective of the presentation is to demonstrate students' competencies as professional social workers to deliver an engaging and informative presentation related a community assessment and possible evidence-based prevention and intervention strategies. Presentations reflect on the work the groups have completed throughout the semester through assessments/data and interviews. The presentations focus on community strengths and challenges, and proposed intervention strategies seeking to identify social-cultural, diversity, and political factors that may help or hinder assessing and intervening in the community. Groups provide recommendations for the macro roles and practice models that social workers should adopt in the community.

For PPSC students, this final presentation presents an opportunity to highlight the role of the school, children and families, key stakeholders in the community. Students could provide evidence of strengths or challenges that focus on the school setting and as part of the proposed intervention strategies, the PPSC students could provide ideas that are focused on school needs and resources. (Course Objectives 1, 2, 3, 4, 5, 6, 7)