

The University of Texas at Austin
Steve Hicks School of Social Work

Course Number:	SW 334	Instructor:	Michael Lauderdale, PhD
Unique:	59490		Clara Pope Willoughby Centennial Professor
Semester:	Fall 2020	Office Location:	SWB 3.130J
Time:	M/W 2:30 – 4:00 PM	Office Phone:	(512) 471-9246
Location:	Zoom	Office Hours:	9-12 a.m. Friday

Social Work Practice Organizations and Communities

I. Course Description

This course examines the organizational context within which social services are delivered: how funding, mandate, and organizational arrangements influence service delivery, and factors to consider in efforts to modify existing organizational arrangements. The course emphasizes the interlocking and complex nature of culture and personal identity with content on populations-at-risk, examining the factors that contribute to and constitute being at risk. It introduces the student to the obligation that social services meet the needs of groups served and are culturally relevant. This includes equipping students with skills to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds. The course includes an overview of the development of the community in America and the interaction between communities and service organizations. Attention is given to particular elements of organizational and community dynamics affecting diverse gender and ethnic groups.

II. Course Objectives

By the end of the course the student should be:

1. Familiar with the major concepts and dynamics of formal organizations and their influence on social work practice;
2. Familiar with the impact of the organizational mandate, funding sources, and other constituencies on problem definitions and goal formulation;
3. Able to identify major concepts in organizational theories and to explain how such concepts relate to social work practiced at individual, family, organizational, and community levels, each as a focus of social work practice;
4. Familiar with the influence of community norms, priorities, and competitive community factions on the definition of problem/need and resource allocation for the delivery of social services;
5. Familiar with relevant cultures and how culture shapes individual lives and community processes.
6. Able to understanding mezzo and macro economic events and how these events impact individual and community welfare

7. Familiar with the involvement of lay citizen groups as leadership resources and staff supplement and as a potential strategy for change;
8. Familiar with information about special service populations and the participation of such populations in professional settings and community organizations;
9. Familiar with basic planning approaches, their advantages, and disadvantages and be able to utilize an empirical approach and associated tools to gather and analyze data to describe populations and communities and design service programs.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. Teaching Methods

The format will be lecture and discussion with individual assessment of knowledge and skills, group problem solving exercises, and case study analyses. A significant dimension of the successful completion of the class is the quality of preparation and participation of each student. Students should use class meeting time effectively as an opportunity to analyze concepts presented in readings. Missed classes cannot be made up and regular class attendance and participation is required.

IV. Required and Recommended Text and Materials

Required:

Kirst-Ashman, K. K. & Hull, G. H. Jr. 5th, 6th Other Editions (2012; 2015; 2019). *Generalist Practice with Organizations and Communities*. Chicago: Nelson-Hall Publishers. Available at the University Coop and many sources on the Internet.

Google On line version:

https://www.google.com/books/edition/_/FegbCgAAQBAJ?hl=en&gbpv=1&pg=PR7&dq=generalist+practice+with+organizations+and+communities+pdf

Advisory:

Lauderdale, Michael. (2013}. *Mexico-Path To A Failed State*. Seattle: Amazon.

Additional Required Materials:

Access to the World Wide Web, Microsoft Word, Excel and Email Activation @mail.utexas.edu These resources are available through the Learning Resource Center. Each student is expected to secure an e mail address and be prepared to use the Internet for class assignments. The Internet is an important tool for accessing University library resources and securing other information relevant to this class and the profession. The Instructor will periodically assign readings available from the Internet.

Recommended

Additional handouts will be provided as well as selected contemporary readings assigned for library access. Students are responsible for all readings as assigned. Specific note will made of optional readings. Students will be asked on occasion to bring representative material from their work and other experiences to class.

V. Course Requirements and Grading Policies

Admission to the program in social work or by special permission of the instructor. Exams will be based upon readings and lectures. Questions will be multiple choice and/or short fill in the blanks. Format of the test is the sole responsibility of the in-

structor. Exams will not be given except on the date as presented in this syllabus. Alternative dates can not be provided for any student. Exam dates may not be held earlier, but under special circumstances may be moved to later in the semester.

First Exam:	70 points	Sept. 23, 2020
Midterm Examination	100 points	Oct. 28, 2020
Third Examination-Presentation	130 points	Nov. 18, 2020
Participation	50 points	
Attendance	50 points	
Total Possible Points:	400 points	

VI. Grading Scale

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. Class Policies

This course covers critical issues in the design, funding, implementation, and evaluation of human service programs. Classroom activities include handling complex analytical issues demonstrating knowledge and skills in communication, persuasion, and effective leadership. Some material provided in the class may be of a confidential nature since part of the material will involve examination of ongoing human service organizations. Therefore, all class participants must observe strict rules of professional conduct and closely observe any protocols that are provided by the instructor. **Because of the nature of the schedule, all readings and assignments must be completed by due dates and schedules for all aspects including examinations will not be altered.**

Specific Student Responsibilities:

1. Attend class regularly. Attendance will be taken and counts toward final grade. Early departure must receive prior approval by the instructor. Repeated occurrences will result in the student being dropped from the class.
2. No drink during class.
3. Check class Canvas site weekly at <http://courses.utexas.edu>
4. Come prepared to class to participate. Instructor will ask questions about material including Canvas postings and you will want to be prepared.

5. Dress appropriately. We will have guest speakers that you may see in other settings and that watch what we do and who we are at the University closely. Set the correct standard. Clothes and general personal presentation are critical issues relative to some topics of this class. Guest speakers will include community leaders from many sectors and persons involved in the development of social policy and organizational leadership.

Students must conduct themselves with the highest level of scholastic honesty and integrity. Violations of the University's policy on scholastic dishonesty will result in a grade of F for the course and will result in reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

VII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are en-

couraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional

problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of email address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the

class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. Course Schedule

Calendar	Description	Sources	
Date	Topics	Readings	Chap.
Wednesday Aug. 26 2020	Introduction to the class	See Canvas	
Monday Sept 1, 2020	Introduction to class; objectives and teaching methods.	Handouts	
Wednesday Sept. 2 2020	Review of basic concepts of practice in multiple settings. Team/Group Assignment for Semester	Community Studies: http://routledgesw.com/caseStudies	Assigned Community
Monday Sept. 7, 2020	Review of basic concepts of practice in multiple settings (continued)	Kirst-Ashman, K. K. & Hull, G. H. Jr. Generalist Practice with Organizations and Communities. Chicago: Nelson-Hall Publishers.	Introduction
Wednesday Sept. 9, 2020	Using Micro Skills in the Macro Environment and Using Mezzo Skills in the Macro Environment		2
Monday Sept. 14, 2020	Understanding Organizations	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	3
Wednesday Sept. 16, 2020	Understanding Organizations (continued)		3
Monday Sept. 21, 2020	Understanding Organizations (continued)		4
Wednesday Sept. 23, 2020	Understanding Organizations (continued)		4
Monday Sept. 28, 2020	First Exam	Via Canvas	5
Wednesday Sept. 30, 2020	Decision Making for Organizational Change	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	5
Monday Oct. 5, 2020	How to Implement Macro Intervention: Changing Agency Policy	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	5
Wednesday Oct. 7, 2020	Project Implementation and Program Development with	Kirst-Ashman, K. K. & Hull, G. H. Jr.	6

	Dr. Landuyt	Handouts and Agency Assignments and Teams	
Monday Oct. 12, 2020	Macro Practice in Communities (continued)	Kirst-Ashman, K. K. & Hull, G. H. Jr	6
Wednesday Oct. 14, 2020	Macro Practice in Communities (continued)		7
Monday Oct 19, 2020	Macro Practice in Communities (continued)		7
Wednesday Oct. 21, 2020	Macro Practice in Communities (continued)		8
Monday Oct. 26, 2020	Cumulative Lectures and Readings Introduction to Communities and Neighborhoods Review for Section 2		
Wednesday Oct. 28, 2020	Midterm Examination Macro Practice in Communities	Via Canvas	5-8
Monday Nov. 2, 2020	Understanding Neighborhoods and Communities-Evaluating	Kirst-Ashman, K. K. & Hull, G. H. Jr. Dealing with community conflict	9
Wednesday Nov. 4, 2020	Understanding Neighborhoods and Communities Evaluating Macro Practice	Kirst-Ashman, K. K. & Hull, G. H. Jr. Community readiness	10
Monday Nov. 9, 2020	Understanding Neighborhoods and Communities (continued) Advocacy and Social Action		11
Wednesday Nov. 11, 2020	Understanding Neighborhoods and Communities (continued) Ethics	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	12
Monday Nov. 16, 2020	Working with the Courts	Kirst-Ashman, K. K. & Hull, G. H. Jr., et al	13
Wednesday Nov. 18, 2020			
Monday, Nov. 25, 2020	Third Examination-Poster Presentation	Using Assigned Case Via Zoom	

X. Bibliography

These are not required but provide supplementary material on a variety of topics. I shall during the semester refer to some of these materials.

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- Hasenfeld, Y. (1992). *Human services as complex organizations*. Newbury Park, CA: Sage.
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Maslow, A. (1952). *Motivation and Personality*. New York: Harper & Row.

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Appendix

Common Assignment Evaluation Rubric

Competency 6: Engage with Individuals, Families, Groups, Organiza-	Advanced competence	Competence	Emerging Competence	Insufficient Progress

tions, and Communities				
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies a); b)	The poster demonstrates use of empathy, reflection and interpersonal skills in ways that reflect insight, understanding, engagement skills, and interaction with people and places in the community	The poster demonstrates understanding, and knowledge of engagement	The poster demonstrates understanding of the goals of effective engagement skills but struggles with constructively acting up on their knowledge	The poster demonstrates the student is unable to engage with the community or the individuals
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Advanced competence	Competence	Emerging Competence	Insufficient Progress
7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies c); d); e)	The needed data description is thorough and reflects the community needs. The community strengths and weaknesses are clearly described.	The needed data description is adequate and mostly reflects the community needs. The community strengths and weaknesses are mostly clearly described.	The needed data description is not thorough or doesn't reflect the community needs fully. The community strengths and weaknesses aren't fully clear.	The student is unable to clearly identify strengths or weaknesses or needed data.
7.3 Develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies f)	The student is able to clearly describe mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies	The student is able to mostly describe clear and mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies	The student is able to describe mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies although the plan isn't entirely clear or based on identified needs.	The student is unable to realistically describe mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies f)	The student is able to clearly describe the steps that need to be taken/addressed for appropriate multiple intervention strategies based on the assessment, research knowledge, and values and preferences of clients	The student is able to describe the steps that need to be taken/addressed for appropriate multiple intervention strategies based on the assessment, research knowledge, and values and preferences of cli-	The student is able to describe the steps that need to be taken/addressed for appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of cli-	The student is unable to identify appropriate steps.

	and constituencies.	ents and constituencies but the steps aren't always clear.	ents and constituencies but the steps are incomplete or unclear.	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Advanced competence	Competence	Emerging Competence	Insufficient Progress
8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies f)	The student is able to explain why the intervention was chosen and how it is related to key stakeholders and collaborators.	The student is able to explain why the intervention was chosen but struggles to convey how it is related to key stakeholders and collaborators.	The student is able to explain the intervention was chosen	The student is unable to choose an intervention
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice g)	The logistics of the involvement of key stakeholders and collaborators is defined and practical.	The logistics of the involvement of key stakeholders and collaborators is defined but the student struggles to ensure its practicality	The logistics of the involvement of key stakeholders and collaborators is unclear or unrealistic	The student is unable to outline how stakeholders will participate
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies g); j)	The student is able to describe how negotiation, mediation, or advocacy can be used to ensure the involvement of key stakeholders and collaborators.	The student is able to describe the involvement of key stakeholders and collaborators, but struggles to differentiate between how negotiation, mediation, or advocacy can be used.	The involvement of key stakeholders and collaborators is unclear or unrealistic	The student is unable to suggest ways to engage stakeholders
8.5 facilitate effective transitions and endings that advance mutually agreed upon goals h)	The student is able to clearly identify appropriate beginnings, processes, and endings related to the intervention strategy chosen and the intervention goals	The student is able to clearly identify appropriate beginnings, processes, and endings related to the intervention strategy chosen but struggles to related those to desired goals	The student is able to imply appropriate beginnings, processes, and endings related to the intervention strategy chosen but struggles to related those to desired goals	The student is unable to respond to the circumstances
Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Advanced competence	Competence	Emerging Competence	Insufficient Progress
9.1 Select and use appropriate methods for evaluation of	The student is able to identify appropriate methods for	The student is able to identify methods for evaluating inter-	The student is able to identify methods for evaluating in-	The student is unable to identify methods for evalu-

outcomes i)	evaluating the effectiveness of specific their intervention and the desired outcomes.	ventions, but struggles to clarify how it is appropriate their intervention or the desired outcomes.	terventions, but is unable to clarify how it is appropriate their intervention or the desired outcomes.	ating interventions
9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes i)	The student is able to identify appropriate methods for evaluating the effectiveness of specific their intervention and the desired outcomes.	The student is able to identify methods for evaluating interventions, but struggles to clarify how it is appropriate their intervention or the desired outcomes.	The student is able to identify methods for evaluating interventions, but is unable to clarify how it is appropriate their intervention or the desired outcomes.	The student is unable to identify methods for evaluating interventions
9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels i)	The student is able to describe how the evaluation findings can be used to improve the intervention at the micro, mezzo, and macro levels	The student is able to describe how the evaluation findings can be used to improve the intervention but struggles to differentiate between the micro, mezzo, and macro levels	The student is able to describe how the evaluation findings can be used to improve the intervention but is unable to differentiate between the micro, mezzo, and macro levels	The student is unable to apply evaluation findings to improve interventions

Common Assignment

Using a community case, groups will simulate engaging with and assessing a community, identifying concerns and propose an intervention with an evaluation. Groups must address the points listed in the below table. The table lists each assignment requirement in relationship with the Council on Social Work Education competency and outcome students are required to meet as undergraduate social work students. The end product will be a poster presentation to the class (see attached template) and serves as the Final Exam.

CSWE Competency/ Outcome	Assignment Requirement
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies a); b)	Strategies you will use to engage the various groups in this community.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	
7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies c); d); e)	Identify what data you will need, how you will obtain it, and how it will help your intervention and work succeed. What does this community need? Identify the community strengths.
7.3 Develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies f)	Describe your mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies f)	Describe the steps that need to be taken/addressed
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies f)	Choose and describe your intervention/program
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice g)	Identify who you will work with in the community
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies g); j)	What strategies you will use to advocate for the clients
8.5 facilitate effective transitions and endings that advance mutually agreed upon goals h)	Present a timeline for beginning, implementing, and ending your intervention.
Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
9.1 Select and use appropriate methods for evaluation of outcomes i)	Choose and propose a way to evaluate your intervention at the micro, mezzo, and macro levels as appropriate.
9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes i)	
9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels i)	

Evaluation Rubric

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Advanced competence	Competence	Emerging Competence	Insufficient Progress
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies a); b)	The poster demonstrates use of empathy, reflection and interpersonal skills in ways that reflect insight, understanding, engagement skills, and interaction with people and places in the community	The poster demonstrates understanding, and knowledge of engagement	The poster demonstrates understanding of the goals of effective engagement skills but struggles with constructively acting up on their knowledge	The poster demonstrates the student is unable to engage with the community or the individuals
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Advanced competence	Competence	Emerging Competence	Insufficient Progress
7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies c); d); e)	The needed data description is thorough and reflects the community needs. The community strengths and weaknesses are clearly described.	The needed data description is adequate and mostly reflects the community needs. The community strengths and weaknesses are mostly clearly described.	The needed data description is not thorough or doesn't reflect the community needs fully. The community strengths and weaknesses aren't fully clear.	The student is unable to clearly identify strengths or weaknesses or needed data.
7.3 Develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies f)	The student is able to clearly describe mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies	The student is able to mostly describe clear and mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies	The student is able to describe mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies although the plan isn't entirely clear or based on identified needs.	The student is unable to realistically describe mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies
7.4 Select appropriate intervention strategies based on the assessment, re-	The student is able to clearly describe the steps that need to be taken/addressed	The student is able to describe the steps that need to be taken/addressed for	The student is able to describe the steps that need to be taken/addressed	The student is unable to identify appropriate steps.

search knowledge, and values and preferences of clients and constituencies f)	for appropriate multiple intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	appropriate multiple intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies but the steps aren't always clear.	for appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies but the steps are incomplete or unclear.	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Advanced competence	Competence	Emerging Competence	Insufficient Progress
8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies f)	The student is able to explain why the intervention was chosen and how it is related to key stakeholders and collaborators.	The student is able to explain why the intervention was chosen but struggles to convey how it is related to key stakeholders and collaborators.	The student is able to explain the intervention was chosen	The student is unable to choose an intervention
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice g)	The logistics of the involvement of key stakeholders and collaborators is defined and practical.	The logistics of the involvement of key stakeholders and collaborators is defined but the student struggles to ensure its practicality	The logistics of the involvement of key stakeholders and collaborators is unclear or unrealistic	The student is unable to outline how stakeholders will participate
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies g); j)	The student is able to describe how negotiation, mediation, or advocacy can be used to ensure the involvement of key stakeholders and collaborators.	The student is able to describe the involvement of key stakeholders and collaborators, but struggles to differentiate between how negotiation, mediation, or advocacy can be used.	The involvement of key stakeholders and collaborators is unclear or unrealistic	The student is unable to suggest ways to engage stakeholders
8.5 facilitate effective transitions and endings that advance mutually agreed upon goals h)	The student is able to clearly identify appropriate beginnings, processes, and endings related to the intervention strategy chosen and the intervention goals	The student is able to clearly identify appropriate beginnings, processes, and endings related to the intervention strategy chosen but struggles to related those to desired goals	The student is able to imply appropriate beginnings, processes, and endings related to the intervention strategy chosen but struggles to related those to desired goals	The student is unable to respond to the circumstances
Competency 9. Evaluate Practice with Individuals, Families, Groups,	Advanced competence	Competence	Emerging Competence	Insufficient Progress

Organizations, and Communities				
9.1 Select and use appropriate methods for evaluation of outcomes i)	The student is able to identify appropriate methods for evaluating the effectiveness of specific their intervention and the desired outcomes.	The student is able to identify methods for evaluating interventions, but struggles to clarify how it is appropriate their intervention or the desired outcomes.	The student is able to identify methods for evaluating interventions, but is unable to clarify how it is appropriate their intervention or the desired outcomes.	The student is unable to identify methods for evaluating interventions
9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes i)	The student is able to identify appropriate methods for evaluating the effectiveness of specific their intervention and the desired outcomes.	The student is able to identify methods for evaluating interventions, but struggles to clarify how it is appropriate their intervention or the desired outcomes.	The student is able to identify methods for evaluating interventions, but is unable to clarify how it is appropriate their intervention or the desired outcomes.	The student is unable to identify methods for evaluating interventions
9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels i)	The student is able to describe how the evaluation findings can be used to improve the intervention at the micro, mezzo, and macro levels	The student is able to describe how the evaluation findings can be used to improve the intervention but struggles to differentiate between the micro, mezzo, and macro levels	The student is able to describe how the evaluation findings can be used to improve the intervention but is unable to differentiate between the micro, mezzo, and macro levels	The student is unable to apply evaluation findings to improve interventions