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University of Texas at Arlington
School of Social Work
SOCW 5306: Generalist Macro Practice (Section 005)
Dates: January 13th through May 2nd

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Instructor and Contact Information:

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*Please list SOCW5306 in the subject heading for all emails

Accessing the Course
You will need a computer with a reliable Internet connection to access the course website. Go to http://elearn.uta.edu/ and login using your UTA NETID.

Online 24/7 BlackBoard Technical Support Contact Information
Contact UTA BlackBoard Support if you have problems by calling 855-308-5542 or visiting http://bbsupport.uta.edu/ics/support/splash.asp to chat live with a technician
Read the FAQ: http://bbsupport.uta.edu/link/portal/8272/8568/ArticleFolder/507/Students

I.   Class Descriptions/Council on Social Work Education (CSWE) Educational Policy

Section 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers: (a) Advocate for client access to the services of social work. (b) Use supervision and consultation.

Section 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: (a) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. (b) Tolerate ambiguity in resolving ethical conflicts; and (c) Apply strategies of ethical reasoning to arrive at principled decisions.

Section 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers: (a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (b) Analyze models of assessment, prevention, intervention, and evaluation; and (c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Section 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers: (a) Use practice experience to inform scientific inquiry and (b) Use research evidence to inform practice.

Section 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers: (a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Section 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and

services; the role of policy in service delivery; and the role of practice in policy development. Social workers: (a) Analyze, formulate, and advocate for policies that advance social well-being. (b) Collaborate with colleagues and clients for effective policy action.

Section 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers: (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Section 2.1.10(a), (b), (c), and (d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Section 2.1.10(a)—Engagement: Social workers (i) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. (ii) Use empathy and other interpersonal skills; and (iii) Develop a mutually agreed-on focus of work and desired outcomes.

Section 2.1.10(b)—Assessment: Social workers (i) Collect, organize, and interpret client data. (ii) Assess client strengths and limitations. (iii) Develop mutually agreed-on intervention goals and objectives; and (iv) select appropriate intervention strategies.

Section 2.1.10(c)—Intervention: Social workers (i) Initiate actions to achieve organizational goals. (ii) Implement prevention interventions that enhance client capacities. (iii) Help clients resolve problems. (iv) Negotiate, mediate, and advocate for clients; and (v) Facilitate transitions and endings.

Section 2.1.10(d)—Evaluation: Social workers critically analyze, monitor, and evaluate interventions.

II.   Course Catalog Description

This course examines generalist community and administrative practice roles, the perspectives of strengths, empowerment, and evidence-based practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community strengths and needs. Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work. This course builds on a liberal arts base, including skill in written communication and knowledge of human psychology, sociology, and political science. It expands the "person in environment" perspective by considering the environment as a focus for practice. It applies ecological systems theory and generic social work process to communities and organizations. It also examines generalist community and administrative practice roles, and the perspectives of strengths, empowerment, and evidence-based practice, along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

III.   Student Learning Outcomes

Upon completion of this course, students will be able to:
1. Apply ecological systems theory to communities and organizations.
2. Relate the development of macro practice to the general history of social work
3. Describe typical roles a macro generalist social worker assumes, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager.
4. Demonstrate generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities.

5. Demonstrate the importance of using the strengths/capacities, empowerment, and evidence based practice principles to guide practice.
6. Assess macro practice interventions and their relationship to the values of social and economic justice, stakeholder participation, empowerment, and diversity.

IV.   Required Readings

Netting, F.E., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2012). *Social work macro practice.* 5th edition. Boston: Allyn and Bacon.
*Additional required readings and videos are provided on the BlackBoard site.

V.   UTA Policies

Students are responsible for reviewing and complying with all UTA policies including:

Academic Integrity: http://www.uta.edu/conduct/academic-integrity/index.php
Student Code of Conduct: http://www.uta.edu/conduct/code-of-conduct/index.php
Academic Regulations: Registration, adding/dropping/withdrawing, and grading policies http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx
Financial Aid: http://wweb.uta.edu/ses/fao
Americans with Disabilities Act: www.uta.edu/disability or call the Office for Students with Disabilities at (817) 272-3364
IT Policies and Procedures: http://www.uta.edu/oit/policy/index.php
MavMail/Electronic Communication: http://www.uta.edu/oit/cs/email/mavmail.php
Student Feedback Survey: UTA's efforts to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary. http://www.uta.edu/sfs/
Finals week: http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#24
Social work students are responsible for complying with NASW's *Code of Ethics*: http://www.socialworkers.org/pubs/code/code.asp

*Academic dishonesty is completely unacceptable and is not tolerated in any form (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy and may result in suspension or expulsion from UTA.

VI.   Evaluation of Performance and Assignments
A. Responsibilities

By enrolling in this course, you have joined an online community of adult learners. As such, you are invited to contribute to our learning community through discussion, comments, and questions related to course objectives and content during the semester. We jointly share the responsibility for maintaining a safe, respectful, and appropriate learning environment throughout the semester. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their postings were inappropriate.

Students are expected to:
- Login to the class website with your UTA NETID **at least twice a week** by going to http://elearn.uta.edu/
- Complete all required readings, quizzes and activities in a timely manner
- Plan for inclement weather resulting in web/power outages that may affect your ability to complete assignments. Reliable access to the Internet is your responsibility
- Check Announcements posted on the course Blackboard and their UTA email daily
- Grant permission for her/his writing to be posted on a public forum to be available to peers enrolled in this course
- Ensure all written assignments are in your own words except where it was properly cited
- Communicate with peers and the instructor in a professional and courteous manner at all times. Rude, disruptive and/or discourteous behaviour is grounds for **Administrative Removal** (a grade of "W" on your transcript) from this class. The instructor has the option of giving you one warning before removing you from the class.
- **Contact Blackboard Support if you encounter problems taking the online tests:** http://bbsupport.uta.edu/ics/support/splash.asp or call: 855-308-5542
- ***Contact librarian for assistance writing papers.*** John Dillard (dillard@uta.edu) in the Social Work Electronic Library, room A-111, visit http://libraries.uta.edu/dillard/

Instructor/TA is expected to:
>   a) be well-prepared for each course unit,
>   b) be available to students to answer questions and comments about this course,
>   c) provide constructive feedback as needed on student assignments and
>   d) do his/her part to provide a classroom space that is intellectually and personally challenging and safe for discussing and critiquing controversial issues and ideas.

B. General Guidelines

This class is designed so that you can work at your own pace (i.e., everything is open now). However, timely completion of assignments is required for this course. **Late assignments will be accepted without penalty only in documented cases of emergency (e.g., hospitalization). Sorry, no exceptions.** No incompletes or additional extra credit will be given for this course.

Each week you should:
1. Check Blackboard at least twice; announcements will be updated on the home page.
2. View the lecture PowerPoints in each module to expand upon and explain content.
3. Complete all textbook and supplemental readings/videos as noted in the course calendar.
4. Complete all assignments as listed in the course calendar. Links to the quizzes/assignments are available in the corresponding module folder in BlackBoard.
5. Evaluate whether you understand the course materials. If have questions about the course materials, then please email your questions to the professor (acimino@uta.edu).

The following standards apply to all written papers:
- Papers must be uploaded to *SafeAssign*, a plagiarism checker, by 11:55pm on Saturday the week they are due; **NO late papers will be accepted.**

- Unless noted otherwise, all assignments must be typed, double-spaced, with 1-inch margins, and 12 point Times New Roman font
- All sources must be cited in accordance with the Publication Manual (6th Edition) of the American Psychological Association (APA)
- You are strongly encouraged to contact John Dillard (dillard@uta.edu) for assistance writing papers or have your peers proofread your papers. You will lose points for incomplete sentences and other basic grammatical errors.

*All assignments are available until the due date posted on the Course Calendar. No assignment can be taken after the deadline listed on the calendar—NO EXCEPTIONS!

C. Breakdown of Assignments and Points

1) Quizzes/Journals	40 points total
1.1 Syllabus Quiz (10 pts.)	
1.2 Sisters in Struggle Reaction Journal (10 pts.)	
1.3 Social Work Process Journal (10 pts.)	
1.4 Deciding to Organize Reaction Journal (10 pts.)	
2) Community Assessment Proposal	60 points total
2.1 Target Population and Map (30 pts.)	
2.2 Assessment and Intervention (30 pts.)	
3) Optional Final Exam (optional)	10 bonus points

Total: 110 points possible (perfect score is 100)

D. Course Assignments
   Overview and Purpose: This online course consists of a combination of readings, PPT lectures and videos, as well as written papers, which are designed to ensure that you will meet core competencies for this and future courses. Students are encouraged meet with their instructor to discuss any difficulties they have with the class or assignments. By request, the instructor can provide *general feedback* on an outline of your paper, but will *not read or edit* an early draft of an assignment. All assignments are due **Saturday at 11:55pm** each week as listed in the syllabus. **No late assignments will be accepted.**

1) Quizzes/Journals (four, 20 points total)
You participate in **four quizzes/journals** during the course, which are graded on whether you completed them fully or not (i.e., not by a score). Please see the specific module for details and instructions. You may refer to your textbook or other materials, but **not another student**. Reading the assigned materials and watching the videos will assist you in learning the material and being successful on the quizzes.

2) Community Assessment Project (two parts, 80 points total)
Working **in pairs** or **individually**, students will assess a community's strengths and needs in relation to a social problem. This assignment consists of two parts that build off one another. In general, part 1 will focus on identifying and describing a target community and problem, and part 2 will focus on assessing the community's service delivery system and planning an intervention. *Students will choose a problem and target community specified by instructor.

Both parts of the paper should be **3-5 pages long each** (double-spaced, 6-10 pages total). Students will **upload a copy to SafeAssign and follow APA guidelines.** Full assignment details are listed at the end of the syllabus.

Grading criteria for written work include: thoroughness, logical development of points, clarity of writing, **application of theory/readings from the course** and from independent research, and appropriateness to the assignment given.

As a rule, sentences should be carefully comprised of a student's own words (i.e., paraphrased). Incorrectly cited material is considered plagiarized and is grounds for academic discipline— when in doubt, cite! Review the plagiarism/APA materials on BB if needed. **The instructor reserves the right to give a grade of "F" for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.**

3) Optional Final Exam (up to 10 bonus points).
Students have the option of taking a final exam to earn bonus points. The exam is cumulative, meaning that it includes all content covered during the class. You may use your textbook or other materials, but **not another student**. Any points earned will be added to your final grade. **Once you start the exam, you **must complete it in one sitting** (cannot stop and restart) and it is timed to **stop after two hours** (120 minutes). There are **no other extra credit** opportunities or ways to earn additional credit.

E. Grading Scale and Policies

Points	Grade	Points	Grade
100 – 90	A	69 – 60	D
89 – 80	B	59 – 0	F
79 – 70	C		

*Final exam bonus points are added to your score, meaning you can earn over 100 points.

Grade Descriptions
An 'A' grade means that a student is doing **outstanding** or **excellent** work, attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. Students must go well above and beyond the basic expectations for the course.

A 'B' grade means that a student is doing **at least satisfactory** to **very good** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, **a majority of students would be expected to achieve at the B level.**

A 'C' grade means that a student is doing **adequate** or **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A 'D' grade means that a student is doing **barely adequate** work. Although a grade of 'D' may be sufficient for an undergraduate to earn credit in a course, a cumulative University grade point average of at least 2.0 is necessary for satisfactory progress toward a degree.

A 'F' grade means that a student is doing **unacceptable** work, demonstrating a serious lack of understanding of course concepts.

When to Expect Grades: Grades are posted in the "MyGrades" section on BB. In most cases, expect the professor to grade assignments 2 weeks after the due date (note: the department requirement for grading is within 3 weeks of the due date).

Incompletes: I do not grant incompletes for the course. Your options are to drop the class or take it again to earn a higher grade (repeats allowed for grades of D or F only).

Suggestions for Earning a Good Grade. I took great care in designing the class to facilitate your learning. In other words, I didn't assign something (reading, quiz, paper) because I wanted to waste your time; I assigned it because you need to know it. Please read and listen to all assigned materials carefully.

Please note that simply meeting the assignment's minimum requirements will likely result in a 'C' grade (see grade descriptions above). For example, mentioning 'there are no ethical issues in this study' will get you the minimum points. Instead, saying that there are no ethical issues because the participants are adults and the study is anonymous (e.g., explaining *why*) will likely score a 'B' grade. An even better response will provide an answer, explain how and why that is the "right" answer, and will *demonstrate a sophistication of thought by exploring all aspects* of the given issue. So, there may be no ethical issues because the participants are adults and the study is anonymous, however, because the study asks about sensitive information, participants may become upset and counseling resources are provided upon request—this shows a deep, and thoughtful consideration of potential issues, and goes above and beyond expectations, thus earning an 'A' grade.

VII.   Course Outline

Readings are listed for the classes they are due. Readings marked with an asterisk (*) are available on BlackBoard. The instructor reserves the right to make changes to the syllabus and calendar as deemed necessary and will notify students via UTA email and BB announcements.

#	Date	Topic	Readings/Video	To Do
1	1/13 to 1/18	**Introduction & Purpose** Review syllabus http://www.youtube.com/watch?v=cocYFk3RIIw	Netting ch. 1 Power of Organizing	Syllabus quiz due Sat. 11:55p
2	1/19 to 1/25	**Historical Background** Social movements that gave rise to SW http://www.youtube.com/watch?v=juz1Jw2UcJ0	Netting ch. 2 Settlement Way	
3	1/26 to 2/1	**Understanding Macro Problems** Role of generalist macro social worker http://www.nfb.ca/film/sisters_in_the_struggle	*Austin et al. (2008) Netting ch. 3 Sisters in Struggle	Reaction journal due Sat 11:55p
4	2/2 to 2/8	**Understanding Populations** Selecting & studying a population http://www.youtube.com/watch?v=C0nM8l9qeGY	Netting ch. 4 *Arizmendi (2004) Ted Talk J. Posner	
5	2/9 to 2/15	**Understanding Communities** Functions of a community http://www.youtube.com/watch?v=TElaNRPBXP0	Netting ch. 5 *Timm et al., (2005) Dudley street video	SW Process journal due Sat. 11:55p
6	2/16 to 2/22	**Assessing Communities** Approaches to community assessment http://nnlm.gov/outreach/community/planning.html	Netting ch. 6 <-Visit all links	
7	2/23 to 3/1	**Online Mapping Tutorials** http://www.youtube.com/watch?v=TftFnot5uXw http://www.google.com/earth/outreach/tutorials/annotate.html	<-This shows basics <-This is more detailed	
8	3/2 to 3/8	**Review week** Class time to work on Community Assessment P. 1	Netting 1-6	Assessment Pt. 1 due Sat. 11:55p
9	3/9 to 3/15	**SPRING BREAK!!**		
10	3/16 to 3/22	**Understanding Organizations** Intro to organization theory, coalitions, etc. http://www.youtube.com/watch?v=fdojiqAb9Ss	Netting ch. 7 Leadership by Hoefer	
11	3/23 to 3/29	**Assessing Organizations** Roles, goal setting, evaluation http://www.youtube.com/watch?v=jtzXHre536M	Netting ch. 8 Running Meetings	

#	Date	Topic	Readings/Video	To Do
12	3/30 to 4/5	**Building Support for Proposed Change** Designing interventions, selecting approaches http://www.nfb.ca/film/deciding_to_organize	Netting ch. 9 Deciding to organize	Reaction journal due 11:55p
13	4/6 to 4/12	**Selecting Appropriate Strategies & Tactics** Political & economic context, strategies & tactics http://www.nfb.ca/film/through_conflict_to_negotiation	*Hoefer (2008) Netting ch. 10 Conflict Negotiation	
14	4/13 to 4/19	**Planning, Implementing, Monitoring & Evaluating** Intervention planning, objectives and monitoring http://www.youtube.com/watch?v=QrtnjNgQ4qA	Netting ch. 11 Program outcomes	
15	4/20 to 4/26	**Societal and Political Practice** Linking micro and macro practice http://www.youtube.com/watch?v=V0lH1kV_fxI	*Moore (2002) Student affect policy	
16	4/27 to 5/2	**Review Week** Review all Modules in preparation for your paper	ALL MODULES	Final paper due Sat. 11:55p

<p style="text-align: center;">**Community Assessment Project Guidelines**</p>

Part 1: Community Identification

Working **in pairs** or **individually**, students will assess a community's strengths and needs in relation to a social problem. Part one should be **3-5 pages long** (community map is extra). Students will **upload a copy to SafeAssign** and **follow APA guidelines.** Grading criteria for written work include: thoroughness, logical development of points, clarity of writing, application of theory/readings from the course and from independent research, and appropriateness to the assignment given.

Objective A. Understanding a community problem. Review Netting et al., Chapters 3 and 4 for more information.
1. Choose ONE of the following problems within a target community:

   1) Bullying in Fort Worth Schools
   2) Teen pregnancy in Dallas Schools
   3) Suicide in Fort Worth
   4) Homeless in Dallas
   5) Domestic violence in Tarrant Co.
   6) Street prostitution in Dallas
   7) *Other topics w/instructor approval

2. Explore the professional knowledgebase (i.e., journals and city/governmental sources) related to the problem, Specifically, example the following:
   a) Conceptualize and define the problem
   b) Identify relevant historical incidents of the problem
   c) Locate literature on theory related to causes and consequences of the problem
   d) Figure out factors that help explain the underlying causes of the problem
   e) Compile relevant quantitative and/or qualitative data and other forms of information of the problem and how it has been addressed by the community
   f) Identify some forces contributing to and opposing change to the target problem
   g) Know as much as possible about the population affected by target problem
   h) Understand cultures and ethnic groups represented
   i) Understand how the problem is perceived by stakeholders in the community

Objective B. Identifying and assessing the target community. Review Netting et al., Chapter 6 for more information and use Google for geomapping
http://www.google.com/earth/outreach/tutorials/annotate.html
1. Create a map of the community with important landmarks, resources, services, etc.
2. Compile demographic and other data on the target community within specified boundaries (i.e., census data, employment, children, median area income, etc.)`
3. Determine community characteristics (i.e., dominant values, historical influences, policies, etc.; see Netting et al., p. 174)
4. Assess target population needs (see Netting et al., p. 179)
5. Identify community strengths (see Netting et al., p. 185)

Part 2. Needs Assessment and Intervention

Working **in pairs** or **individually**, students will assess a community's strengths and needs in relation to a social problem. Part two should be **3-5 pages long**. Students will **upload a copy to SafeAssign** and **follow APA guidelines. **Include parts 1 & 2 in your upload.** Grading criteria for written work include: thoroughness, logical development of points, clarity of writing, application of theory/readings from the course and from independent research, and appropriateness to the assignment given.

Objective A. Assessing the current services. Review Netting et al., Chapter 6 for more information.
1. Compile a list of agencies/programs and their services within the target community.
2. For the **five most relevant** service providers, list the agency name, location, mission, programs, services, number served, trend data, and any eligibility requirements.
3. Point out and discuss gaps of each program in terms of effectiveness and efficiency (pp. 194-203). A successful program may be one with a more "user friendly" intervention as measured by high use or client satisfaction. Other evidence on effectiveness can come from the following:
   a. A successful system according to systems theory would include one with a goal that provides overall direction, feedback, evaluation and control mechanisms, etc. You might look for system characteristics such as community goals, community planning, cross cutting services, strong feedback and control mechanisms, boundary spanning activities, and the linking of information/services via websites.
   b. Compare the existing service delivery system to any model or successful systems/services you discovered in part 1.

Objective B: Planning the intervention. Review Netting et al., Chapter 11 for more information.
1. Discuss how your intervention will fill the recognized gaps identified in part 1.
2. Set a goal of intervention (a bit lofty)
3. Develop 1-2 outcome objectives and 2-3 process objectives (must be measureable!)
4. List activities for process objectives (break up objectives into smaller pieces)
5. Develop an action plan (aka implementation plan or flow chart)

Want to Know More?

Boettcher, R. E. & Nagy, J. N. (2003). *A workbook for practice in human service organizations*. Mason, Ohio: Thomson Learning Custom Publishing.

Brody, R., (2006). *Effective managing human service organizations,* 3rd edition. Thousands Oaks, CA: Sage

Brown, Michael J. (2006) *Building powerful community organizations: A personal guide to creating groups that can solve problems and change the world*. Boston: Long Haul Press

Brueggemann, W. G. (2006). *The practice of macro social work,* 3rd Ed. Belmont, CA: Brooks/Cole Thomson Learning.

Fauri, D.P., Wenet, S.P. & Netting, F.E. (2004). *Cases in macro social work practice,* 2nd ed. Boston: Allyn and Bacon.

Fisher, R. & Fabricant, M. (2002). *Settlement houses under siege: The struggle to sustain community organization in New York City*. New York: Columbia University Press.

Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers*. New York: Oxford University Press.

Hardina, D. (2002). *Analytical skills for community organization practice*. NY: Columbia University Press.

Hyra, D.S. (2008). *The new urban renewal: The economic transformation of Harlem and Bronzeville*. Chicago: University of Chicago Press.

Kirst-Ashman, K.K. & Hull, G.H. (2012). *Generalist practice with organizations and communities*. 5th edition. Belmont, CA: Brooks/Cole.

Kirst-Ashman, K. K., & Hull, G. H., Jr. (2006). *Macro skills workbook* (3nd ed.). Monterey, CA: Brooks/Cole.

Lohmann, R. A. & Lohmann, N. (2002). *Social administration*. New York: Columbia University Press.

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

Murphy, P. W., & Cunningham, J. V. (2003). *Organizing for community controlled development: Renewing civil society*. Thousand Oaks, CA: Sage Publications.

Netting, E. F. and O'Connor, M. K. (2003). *Organization practice: A social worker's guide to understanding human services*. Boston: Pearson Education, Inc.

Patti, R. (2007). *Handbook of human service management*. Thousand Oaks, CA: Sage.

Rubin, H.J., & Rubin, I. (2007). *Community organizing and development (4th ed.)*. Columbus: Merrill

Sadan, E. (2004). *Empowerment and community planning: Theory and practice*. (English translation e-book available on-line at http://www.mpow.org).

Swarts, H.J. (2008). *Organizing urban America: Secular and faith-based progressive movements*. Minneapolis: University of Minnesota Press.

Weil, M. (Ed.). (2005). *Handbook of community practice*. Thousand Oaks, CA: Sage.

Witkin, B.R., & Altschuld, J. W. (1995). *Planning and conducting needs assessment: A practical guide*. Thousand Oaks, CA: Sage.

Websites for community assessment
http://www.ed.gov/admins/lead/account/compneedsassessment.pdf
http://www.dhss.mo.gov/InterventionMICA/AssessmentPrioritization_3.html
http://www.rotary.org/ridocuments/en_pdf/605c_en.pdf
http://www.extension.iastate.edu/Publications/CRD334.pdf
http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf
http://ctb.ku.edu/en/dothework/tools_tk_2.aspx