



UNIVERSITY OF TEXAS AT ARLINGTON  
School of Social Work

SOCW 5306-002: Generalist Macro Practice  
Spring 2014

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<b>Section Information:</b>	SOCW 5306-002
<b>Time and Place of Class Meetings:</b>	Tuesdays, 5:30pm-8:20pm / PH300

**COUNCIL ON SOCIAL WORK EDUCATION (CSWE)**

**Educational Policy and Accreditation Standards (EPAS), as applied to SOCW 5306**

**Educational Policy 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.

**Educational Policy 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 Ethics<sup>2</sup> 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.

**Educational Policy 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.

**Educational Policy 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.

**Educational Policy 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.

**Educational Policy 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.

**Educational Policy 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.

**Educational Policy 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]

**Educational Policy 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.

**Educational Policy 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.

**Educational Policy 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.

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

**CATALOGUE COURSE DESCRIPTION**

This course examines generalist community and administrative practice (CAP) 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 assets and needs.

**EXPANDED COURSE CONTENT**

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 builds on the historical, contextual, value, and ethical base developed in the Profession of Social Work/Introduction to Social Work courses. 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.

**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.

**REQUIREMENTS**

Generalist Macro Practice is required of all except advanced standing students.

## REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS

Netting, F.E., Kettner, P.M., McMurtry, S.L. & Thomas, M.L. (2012). *Social work macro practice* (5<sup>th</sup> ed.). Boston: Pearson.

## DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS WITH DUE DATES

Assignments	General Description	Value	Due Dates
Reflection Paper	Write and submit a reflection paper on a vulnerable and underserved population of your interest. The guide to develop the reflection and rubric will be available on Blackboard. Minimum of 600 and maximum of 700 words.	50	February 7
Individual or Group Course Project	<b>Phase I:</b> Write a <b>Social Problem and Population Analysis Paper</b> based on the content of Chapters 3 & 4 of the course textbook (8-10 pages). The guide to develop the community assessment paper and rubric will be discussed in class and will be available on Blackboard. <i>Responds to course learning outcome: 1, 4, 5, 6</i>	100	March 14
	<b>Phase 2:</b> Write a <b>Community Assessment Paper</b> based on the content of Chapters 5 & 6 of the course textbook (8-10 pages). The guide to develop the community assessment paper and rubric will be discussed in class and will be available on Blackboard. <i>Responds to course learning outcome: 1, 4, 5, 6</i>	100	April 28
	<b>Phase 3:</b> Write a <b>Policy/Service Change Proposal</b> based on the content of Chapter 9 of the course textbook (3-4 pages). The guide to develop the community assessment paper and rubric will be discussed in class and will be available on Blackboard. <i>Responds to course learning outcome: 1, 4, 5, 6</i>	50	May 6

General grading criteria for written work include: logical development of concepts, thoroughness, clarity of written expression, application of content from the course and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives.

The course project must be submitted using the APA (American Psychological Association) guidelines. It is recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or the university English Writing Center.

The assignments, projects, quizzes and final exam add **300 points**.

### Final Grade Calculation

Points	%	Grade
269-300	90-100	A
239-268	80-89	B
209-238	70-79	C
179-208	69-60	D
178>	59 >	F

## GRADING POLICY

Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels. Assignments and projects are not accepted past due dates.

An **Incomplete** ("I") grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student's work in the course is passing quality. A request, for an "I", must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades. For MSSW students, approval of an Incomplete grade must be in writing and signed by the instructor and the student. A copy of the contract is to be filed with the MSSW office.

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. **Note:** The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- **Plagiarism Examples** (Rob Toreki, University of Kentucky Department of Chemistry)  
<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- **Avoiding Plagiarism** (UC-Davis)  
<http://sja.ucdavis.edu/files/plagiarism.pdf>
- **Unacceptable Paraphrases** (Indiana University Writing Tutorial Services)  
<http://www.indiana.edu/~wts/pamphlets.shtml>

## Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current catalog. For undergraduate students make reference to [http://web.uta.edu/catalog/content/general/academic\\_regulations.aspx#19](http://web.uta.edu/catalog/content/general/academic_regulations.aspx#19)

## FINAL REVIEW WEEK

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

## ATTENDANCE POLICY

Regular attendance for entire class periods is expected. Students are expected to be on time and stay until the completion of each session. Attendance is taken via an attendance sheet at the beginning of each session. For institutional authorized absences please refer to the latest academic regulation: [http://web.uta.edu/catalog/content/general/academic\\_regulations.aspx#9](http://web.uta.edu/catalog/content/general/academic_regulations.aspx#9)

### ADDITIONAL REQUIREMENTS

- ✓ Students are to complete all reading assignments and participate in class.
- ✓ All students are required to have an appropriate laptop/ netbook/ tablet for classroom use when required.
- ✓ The use of electronic devices (cell phones, net books, laptops, etc.) is prohibited while in class. The use of laptops in class for taking notes or other educational approach needs to be approved by the instructor.
- ✓ Students are required to access their Blackboard accounts weekly to read announcements and download course materials posted by the instructor.
- ✓ A respectful and inclusive environment is expected. Any disruption of the course learning environment (in or out of the class) will result in the identified student(s) being required to leave the class, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.
- ✓ Meaningful class participation is one of the requirements of university education. Participation includes: attendance, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.

### EXPECTATIONS FOR OUT-OF-CLASS STUDY

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend six to nine hours per week of their own time in course-related activities, including reading required materials, completing assignments, group meetings, projects, etc.

### DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>). **Final Drop Date: March 28** (please verify with updated UTA academic calendar).

### AMERICANS WITH DISABILITIES ACT

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

## **ACADEMIC INTEGRITY**

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

## **STUDENT SUPPORT SERVICES**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

## **ELECTRONIC COMMUNICATION**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

## **STUDENT FEEDBACK SURVEY**

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

## **EMERGENCY EXIT PROCEDURES**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. The location will be discussed in class and will be posted on Blackboard. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

## COURSE OUTLINE\_5306\_002

Units & Dates	Topics, Readings, Activities and Assignments
1/14	<p>Course overview: discussion of syllabus; review of major assignments and grading policy; review structure and dynamic of the course &amp; introduction to course content</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Subgroup discussion on course expectations</li> <li>• Complete <i>Self ID</i> Form</li> </ul>
1 1/21	<p><b>Topics:</b> Definition, Scope and Foundations of SW Macro Practice</p> <p><b>Required reading:</b> Netting et al.: Chapter 1</p> <p><b>Recommended reading:</b> Austin, M.J., Coombs, M., &amp; Barr, B. (2008). Community-Centered Clinical Practice: Is the Integration of Micro and Macro Social Work Practice Possible? <i>Journal of Community Practice</i>, 13 (4), 9-30.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Subgroup composition</li> <li>• Subgroup discussion on Micro and Macro SW Practice</li> <li>• <i>Discussion of Reflection Paper Guideline</i></li> </ul>
2 1/28	<p><b>Topic:</b> Historical Development of Macro Practice</p> <p><b>Required reading:</b> Netting et al.: Chapter 2</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Video: The Heart of Bassett Place (CWC) (1/28)</li> <li>• <i>Discussion of Social Problem and Population Analysis Paper Guideline</i></li> </ul>
3 2/4	<p><b>Topic:</b> Studying and Understanding Populations</p> <p><b>Required reading:</b> Netting et al.: Chapter 4</p> <p><b>Recommended reading:</b> Ponterotto, J.G. (2014). Finding my cultural selves: The Journey continues. In M.E. Gallardo (Ed.), <i>Developing cultural humility: Embracing race, privilege and power</i> (pp. 27-44). Thousand Oaks, CA: Sage Publications.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Subgroup analysis on Diversity Competence</li> </ul> <p><b>Due: Reflection Paper (February 7)</b></p>
4 2/11	<p><b>Topic:</b> Understanding Community and Organizational Problems</p> <p><b>Required reading:</b> Netting et al.: Chapter 3</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Subgroup discussion on Oppression (2/11)</li> </ul>
5 2/18	<p><b>Topic:</b> Review of Problem and Population Analysis Frameworks</p> <p><b>Required reading:</b> Netting et al.: Chapters 3 &amp; 4</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Subgroup discussion on challenges and opportunities on Planning Change (community/institutional) &amp; Develop a concept map</li> <li>• <i>Discussion of Community Assessment Proposal Form</i></li> </ul>



Units & Dates	Topics, Readings, Activities and Assignments
6 2/25	<p><b>Topic:</b> Understanding Communities</p> <p><b>Required reading:</b> Netting et al.: Chapter 5</p> <p><b>Recommended readings:</b> Arizmendi, L.G. &amp; Ortiz, L. (2004). Neighborhood and community organizing in <i>Colonias</i>: A case study in the development and use of <i>Promotoras</i>. <i>Journal of Community Practice</i>, 12 (1/2), 23-35. (Location: Library Reserve)</p> <p><b>Due: Community Assessment Proposal Form (February 25)</b></p>
7 3/4	<p><b>Topic:</b> Community Assessment</p> <p><b>Required reading:</b> Netting et al.: Chapters 6</p> <p><b>Recommended readings:</b> Hardcastle, D.A., Powers, P.R. &amp; Wenocur, S. (2011). Assessment: Discovering and documenting the life of a community. In <i>Community practice: Theories and skills for social workers</i> (Chap. 5) (3<sup>rd</sup> ed.). New York: Oxford University Press</p> <p>Timm, T., Birkenmaier, J., &amp; Tebb, S. (2011). The Experiential Community Assessment Project: Integrating Social Work Practice Skills. <i>Journal of Community Practice</i>, 19, 175-188.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Video: Building communities from the inside out: A path toward finding and mobilizing community assets. With McKnight and Kretzman. (CWS V1086)</li> <li>• Video: Community Assessment Windshield Survey (9 min.) Retrieved from <a href="http://www.youtube.com/watch?v=TGXMoQjXbUk">http://www.youtube.com/watch?v=TGXMoQjXbUk</a></li> <li>• Subgroup discussion on the implementation of the Community Assessment Framework</li> </ul>
8 3/18	<p><b>Topic:</b> Community Assessment</p> <p><b>Due: Social Problem and Population Analysis Paper (March 14)</b></p>
9 3/25	<p><b>Topic:</b> Understanding Human Service Organizations</p> <p><b>Required reading:</b> Netting et al.: Chapter 7</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of course development</li> </ul>
10 4/1	<p><b>Topic:</b> Human Service Organization Assessment</p> <p><b>Required reading:</b> Netting et al.: Chapters 8</p> <p><b>Recommended reading:</b> Hoefer, R. &amp; Jordan, C. (2008). Missing links in evidence-based practice for macro social work. <i>Journal of Evidence-Based Social Work</i>, 5(3/4), 1-20. (Location: Library Reserve)</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Subgroup discussion on the challenges and opportunities of Human Service Administration</li> </ul>
11 4/8	<p><b>Topic:</b> Building Support for the Proposed Change</p> <p><b>Required reading:</b> Netting et al.: Chapter 9</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>The Democratic Promise: Saul Alinsky and his Legacy</i> (50 min.). (CWC V1157)</li> </ul>

Units & Dates	Topics, Readings, Activities and Assignments
12 4/15	<p><b>Topic:</b> Assessing the Political and Economic Context</p> <p><b>Required reading:</b> Netting et al.: Chapter 10</p> <p><b>Recommended reading:</b> Ritter, J.A. (2007). Evaluating the political participation of licensed social workers in the new millennium. <i>Journal of Policy Practice</i>, 6(4), 61-78.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Video: <i>Policy affects practice: Students/practitioners affect policy by Influencing State Policy</i> (20 min.)</li> </ul>
13 4/22	<p><b>Topic:</b> Planning, Implementing, Monitoring, and Evaluating the Intervention</p> <p><b>Required reading:</b> Netting et al.: Chapter 11</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <i>Course Evaluation</i></li> <li>• <i>Subgroup Peer Evaluation</i></li> </ul> <p><b>Due: Community Assessment Paper- Phase II (April 28)</b></p>
14 4/29	<p><b>No class meeting</b></p> <p>Work on Policy/Service Change Proposal</p> <p>Question &amp; Answer Project Paper Session Online</p> <p><b>Due: Policy/Service Change Proposal- Phase III (May 6)</b></p>

***“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.” – (Marta A. Mercado-Sierra)***

**WRITING RESOURCES**

Writing Resource Coordinator: Dr. Chris Kilgore  
School of Social Work  
Building A, Room 319C  
Email: [ChrisKilgore@uta.edu](mailto:ChrisKilgore@uta.edu)

English Writing Center  
Central Library Room 411  
Tel. 817-272-2601

Perdue Online Writing Lab  
<https://owl.english.purdue.edu/owl/>

APA Style  
<http://www.apastyle.org/>

**LIBRARY SUPPORT**

The Social Service Librarian: John Dillard  
School of Social Work  
Building A, Room 111  
Telephone: 817.272.7518  
Email: [dillard@library.uta.edu](mailto:dillard@library.uta.edu)  
Homepage: <http://libguides.uta.edu/profile.php?uid=1455>

UTA Library's home page: <http://library.uta.edu>  
Database List: <http://www.uta.edu/library/databases/index.php>  
Library Catalog: <http://discover.uta.edu/>  
E-Journals: <http://liblink.uta.edu/UTAlink/az>  
Library Tutorials: <http://www.uta.edu/library/help/tutorials.php>  
Connecting from Off- Campus: <http://libguides.uta.edu/offcampus>  
Ask a Librarian: <http://ask.uta.edu>

## SELECTED REFERENCES

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- 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
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