

















Session	Topics, Readings, & Class Activities	Assignments and Examinations	Due Dates
1	<p><b>Topics:</b> Why Social Work Macro Practice: Introduction and course overview; discussion of syllabus; review of major assignments and grading policy; and review previous social work practice contents</p> <p><b>Reading:</b> Netting et al.: Chapter 1</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>• Videos</li> <li>• Power Point on Chapter 1</li> <li>• Case Study for Discussion 1</li> </ul> </li> <li>• Complete Discussion 1</li> <li>• Complete Quiz 1</li> </ul>	<p><b>Introduction Post (optional for extra points)</b></p> <p><b>Discussion 1 (Original Post Due by Friday – Response to others by Monday)</b></p> <p><b>Quiz 1</b></p>	<p><b>Aug 26<sup>th</sup> &amp; Aug 29<sup>th</sup></b></p>
2	<p><b>Topics:</b> Definition, Scope and Foundations of SW Macro Practice</p> <p><b>Required Reading:</b> Netting et al.: Chapter 2</p> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• 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. (Posted on Blackboard)</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>• Power Point on Chapter 2</li> <li>• <b>Video “Jane Adams and Hull House”</b></li> <li>• Film: The Heart of Bassett Place (NOTE: this may take some time to download, so plan accordingly)</li> </ul> </li> <li>• Complete Discussion 2</li> <li>• Complete Quiz 2</li> </ul>	<p><b>Discussion 2 (Original Post Due by Friday – Response to other 2 by Monday)</b></p> <p><b>Quiz 2</b></p>	<p><b>Sep 2<sup>nd</sup> &amp; Sep 5<sup>th</sup></b></p>
3	<p><b>Topic:</b> Theoretical Background of Macro Practice</p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Theories PDF and Theory Systems PDF</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>• Power Point on Empowerment</li> <li>• <b>Video “Social Actions and the Microphilanthropy Movement”</b></li> </ul> </li> <li>• Complete Discussion 3</li> </ul>	<p><b>Discussion 3 on PDFs. (Original Post Due by Friday – Response to 2 others by Monday)</b></p> <p><b>No Quiz this week</b></p>	<p><b>Sept 9<sup>th</sup> &amp; Sep 12<sup>th</sup></b></p>

Session	Topics, Readings, & Class Activities	Assignments and Examinations	Due Dates
4	<p><b>Topic:</b> Understanding Macro Problems</p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Netting et al.: Chapter 3</li> </ul> <p><b>Recommended Readings:</b></p> <p>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>Activities:</b></p> <ul style="list-style-type: none"> <li>• Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>• Power Point on Chapter 3</li> <li>• Power Point on Social Problems</li> <li>• <b>Video “AIDS in Black America: We Can Win This Battle”</b></li> </ul> </li> <li>• Complete Discussion 4</li> <li>• Complete Quiz 3</li> </ul>	<p><b>Discussion 4</b> <b>(Original Post Due by Friday – Response to others by Monday)</b></p> <p><b>Quiz 3</b></p>	<p><b>Sep 16<sup>th</sup> &amp; Sep 19<sup>th</sup></b></p>
5	<p><b>Topic:</b> Studying and Understanding Populations</p> <p><b>Required Reading:</b> Netting et al.: Chapter 4</p> <p><b>Recommended readings:</b></p> <p>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>Activities:</b></p> <ul style="list-style-type: none"> <li>• Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>• Power Point on Chapter 4</li> <li>• Power Point on Social Problems</li> <li>• <b>Video “Ernie Cortez: Principles of Intervention”</b></li> </ul> </li> <li>• Complete Discussion 5</li> <li>• Complete Quiz 4</li> </ul>	<p><b>Discussion 5</b> <b>(Original Post Due by Friday – Response to others by Monday)</b></p> <p><b>Quiz 4</b></p>	<p><b>Sep 23<sup>rd</sup> &amp; Sep 26<sup>th</sup></b></p>
6	<p><b>Topic:</b> Understanding Communities</p> <p><b>Required Reading:</b> Netting et al.: Chapter 5</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Review contents on Blackboard/Course Materials /Session 1 <ul style="list-style-type: none"> <li>• Power Point on Chapter 5</li> <li>• Who is Client</li> <li>• Community Map</li> <li>• Community Well Functioning</li> <li>• Community Case Study</li> </ul> </li> <li>• Complete Discussion 6</li> <li>• Complete Quiz 5</li> </ul>	<p><b>Discussion 6</b> <b>(Original Post Due by Friday – Response to others by Monday)</b></p> <p><b>Quiz 5</b></p>	<p><b>Feb 27<sup>th</sup> &amp; March 2<sup>nd</sup></b></p>

Session	Topics, Readings, & Class Activities	Assignments and Examinations	Due Dates
7	<p><b>Topic:</b> Assessing Communities  <b>Required Reading:</b> Netting et al.: Chapter 6  <b>Recommended readings:</b>  Hardcastle, D.A., Powers, P.R. &amp; Wenocur, S. (2011). Assessment: Discovering and documenting the life of a community. <i>In Community practice: Theories and skills for social workers</i> (Chap. 5) (3<sup>rd</sup> ed.). New York: Oxford University Press</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>• Review contents on Blackboard/Course Materials/ Session 1. <ul style="list-style-type: none"> <li>• Power Point on Chapter 6</li> <li>• Community Assessment</li> <li>• Assessing Community Needs and Agency Capacity</li> <li>• Community Assessment Tools</li> <li>• Video: Mobilizing Community Assets</li> </ul> </li> <li>• Complete Discussion 7</li> <li>• Complete Quiz 6</li> </ul>	<p><b>Discussion 7 (Original Post Due by Friday before Spring Break – Response to others by Monday after Spring Break)</b></p> <p><b>Quiz 6</b></p>	<p><b>March 6 &amp; March 16<sup>th</sup></b></p>
8	<p><b>Topic:</b> Understanding Organizations  <b>Required Reading:</b> Netting et al.: Chapter 7  <b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>• Power Point on Chapter 7</li> <li>• Video: Working at Google</li> </ul> </li> <li>• Complete Discussion 8</li> <li>• Complete Quiz 7</li> </ul>	<p><b>Discussion 8 (Original Post Due by Friday – Response to others by Monday)</b></p> <p><b>Quiz 7</b></p>	<p><b>March 20<sup>th</sup> &amp; March 23<sup>rd</sup></b></p>
9	<p><b>Topic:</b> Assessing Organizations  <b>Required Reading:</b> Netting et al.: Chapter 8  <b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>• Power Point on Chapter 8</li> </ul> </li> <li>• Complete Quiz 8</li> </ul>	<p><b>No Discussion</b></p> <p><b>Quiz 8</b></p>	<p><b>March 30<sup>th</sup></b></p>

Session	Topics, Readings, & Class Activities	Assignments and Examinations	Due Dates
10	<p><b>Topic:</b> Contemporary Issues within Organizations</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>Power Point on Managing the Multicultural Workplace</li> <li>Power Point on Women and SW Management</li> <li>Video: Getting More Women in Top Management</li> <li>Video: Managing Diversity in the Workplace</li> </ul> </li> <li>Complete Discussion 9</li> </ul>	<p><b>Discussion 9</b>  <b>(Original Post Due by Friday – Response to others by Monday)</b></p> <p>No Quiz</p>	<p>April 3<sup>rd</sup>  &amp;  April 6<sup>th</sup></p>
11	<p><b>Topic:</b> Building Support for the Purpose</p> <p><b>Required reading:</b>  Netting et al.: Chapter 9</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>Power Point on Chapter 9</li> <li>Community Intervention</li> <li>Video- Health Communication in Action: Promoting HIV Prevention</li> <li>Video: Managing Diversity in the Workplace</li> </ul> </li> <li>Complete Discussion 10</li> <li>Complete Quiz 9</li> </ul>	<p><b>Discussion 10</b>  <b>(Original Post Due by Friday – Response to others by Monday)</b></p> <p>Quiz 9</p>	<p>April 10<sup>th</sup>  &amp;  April 13<sup>th</sup></p>
12	<p><b>Topic:</b> Setting Appropriate Strategies and Tactics</p> <p><b>Required reading:</b>  Netting et al.: Chapter 10</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li><i>Film: The Democratic Promise: Saul Alinsky and his Legacy</i> (50 min.). (CWC V1157)</li> <li>Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>Power Point on Chapter 10</li> <li>Video- Community Capacity Building</li> <li>Video-Capacity Building: Assessing the Legacy of ICTY</li> </ul> </li> <li>Complete Discussion 11</li> <li>Complete Quiz 10</li> </ul>	<p><b>Discussion 11</b>  <b>(Original Post Due by Friday – Response to others by Monday)</b></p> <p>Quiz 10</p>	<p>April 17  &amp;  April 20<sup>th</sup></p>

Session	Topics, Readings, & Class Activities	Assignments and Examinations	Due Dates
13	<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>Activities:</b></p> <ul style="list-style-type: none"> <li>Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>Power Point on Chapter 11</li> <li>Community Program Evaluation</li> <li>Community Intervention Sample</li> <li>Intervention Example</li> <li>Program Evaluation</li> </ul> </li> <li>Complete Quiz 11</li> </ul>	<p><b>No Discussion</b></p> <p><b>Quiz 11</b></p>	<p><b>April 27<sup>th</sup></b></p>
14	<p><b>Topic:</b> Societal and Political Practice</p> <p><b>Required reading:</b> <b>Recommended readings:</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</i> by Influencing State Policy (20 min.)</li> <li>Review contents on Blackboard / Course Materials / Session 1. This includes: <ul style="list-style-type: none"> <li>Power Point on Social Action and Advocacy</li> <li>Principles of Advocacy</li> <li>Video- The Democratic Promise: Saul Alinsky &amp; His Legacy, Parts 1-6</li> </ul> </li> <li>Complete Discussion</li> </ul>	<p><b>Discussion 12</b> <b>(Original Post Due by Friday – Response to others by Monday)</b></p> <p><b>No Quiz</b></p>	<p><b>May 1<sup>st</sup> &amp; May 4<sup>th</sup></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.” – Talaun Simmons, PhD*

**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

### J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

## **K. Grade Grievance Policy:**

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 courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>; for graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

## **L. 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 or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or 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).

## **M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page .....<http://www.uta.edu/library>  
Subject Guides .....<http://libguides.uta.edu>  
Subject Librarians .....<http://www-test.uta.edu/library/help/subject-librarians.php>  
Database List.....<http://www-test.uta.edu/library/databases/index.php>  
Course Reserves.....<http://pulse.uta.edu/vwebv/enterCourseReserve.do>  
Library Catalog .....<http://discover.uta.edu/>  
E-Journals .....<http://utalink.uta.edu:9003/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>

## **N. 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 exits, which are the stairwells located at either end of the adjacent hallway. 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.

### **O. 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://wwweb.uta.edu/aao/fao/>).

### **P. 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.

### **Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

### **R. Academic Integrity:**

Students enrolled all UT Arlington courses 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.

#### **S. 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>.

#### **T. 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>.

#### **U. Final Review Week:**

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.

## **V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the "School's vision is to promote social and economic justice in a diverse Environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply "symptoms". This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment  
Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with 1/2 inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*

## **SELECTED REFERENCES**

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* (3<sup>rd</sup> ed.). Thousand 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* (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole Thomson Learning.
- Churchman, A. & Sadan, E. (Eds.). (2003). *Participation: Your way to make a difference*. Tel Aviv: Hakibutz Hameuhad Publishing House. (In Hebrew)
- Fauri, D.P., Wenet, S.P. & Netting, F.E. (2004). *Cases in macro social work practice* (2<sup>nd</sup> 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.
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- Hyra, D.S. (2008). *The new urban renewal: The economic transformation of Harlem and Bronzeville*. Chicago: University of Chicago Press.
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- Kirst-Ashman, K. K., & Hull, G. H., Jr. (2006). *Macro skills workbook* (3<sup>rd</sup> 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* (4<sup>th</sup> ed.). Columbus, OH: Merrill.
- Sadan, E. (2004). *Empowerment and community planning: Theory and practice*. [E-book, Translated from Hebrew by Richard Flantz]. Retrieved from <http://www.mpow.org>

Swartz, 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.

**Additional community assessment references:**

<http://www.ed.gov/admins/lead/account/compneedsassessment.pdf>

[http://www.dhss.mo.gov/InterventionMICA/AssessmentPrioritization\\_3.html](http://www.dhss.mo.gov/InterventionMICA/AssessmentPrioritization_3.html)

[http://www.rotary.org/ridocuments/en\\_pdf/605c\\_en.pdf](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://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf)

[http://ctb.ku.edu/en/dothework/tools\\_tk\\_2.aspx](http://ctb.ku.edu/en/dothework/tools_tk_2.aspx)