Bluffton University Social Work
Responsible Citizenship and Service to All Peoples

SWK 303 Practice III
FALL, 2022

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Class Time & Place TR 2:30-3:45 in Centennial 210	**Email**: paquinw@bluffton.edu
Office Hours: M W F (1:30-2:15), or by appointment	**Office**: Centennial Hall 334

"The primary mission of the social work profession is to **enhance human well-being** and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty."
NASW Code of Ethics

"Vocation is responsibility, and responsibility is the whole response of the whole person to reality as a whole. This is precisely why a myopic self-limitation to one's vocational obligation in the narrowest sense is out of the question; such limitations would be **irresponsible**" Dietrich Bonhoeffer

Prerequisites: SWK 302 Social Work Practice 2: Group is required before taking this course.

Introduction: For the social work major, this course completes the practice level sequence. The course focuses on working with communities and organizations that serve social work clients.

Course Description:
Further development of social work methodology with populations-at-risk using techniques of community needs assessment, socio-political processes and coalition building and outcome evaluations. Focuses on building macro-practice skills through a supervised services program development or community development project.

BLUFFTON UNIVERSITY SOCIAL WORK MISSION STATEMENT:
Bluffton University Baccalaureate Social Work Program's mission is to prepare students with the knowledge, values, skills and aptitudes required for entry level generalist Social Work practice. Shaped by the historic peace church tradition, graduates will strive to enhance human well-being with a focus on anti-oppressive practice particularity related to race, gender, gender identity and expression, sexual orientation and poverty. Students will work for social & economic justice, and peace within all segments of society (individual, families, group and communities), demonstrating responsible citizenship and service to all peoples recognizing the importance of human relationships.

This course will specifically address the following Social Work Education Competencies and the NASW Coe of Ethics Ethical Standards.

SOCIAL WORK EDUCATION COMPETENCIES:

- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 6: **Engage** with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: **Assess** Individuals, Families, Groups, Organizations, and Communities
- Competency 8: **Intervene** with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: **Evaluate** Practice with Individuals, Families, Groups, Organizations, and Communities

Social Work Ethical Standards:

- Social Workers' Ethical Responsibilities to Colleagues
- Social Workers' Ethical Responsibilities in Practice Settings
- Social Workers' Ethical Responsibilities to the Broader Society

For more information visit: NASW Code of Ethics

Course Objectives:

- Given the importance of Social Justice, including Human Rights and Engaging in Anti-racism, students will identify ways they can enhance social justice, within local communities, including campus, and incorporate those ideas in their social action campaign.
- Given the value of Research in Practice, student will collect research from multiple resources to inform their social action campaigns and keep a record of that research in the resource section of their project manual.
- Given the importance of Engaging and Assessing organizations and communities, students will interact with community stakeholder to better understand the impact of the social issue they are addressing. Student will record their observations and assessments in their project manual.
- Given the importance of appropriate interventions, students will create a social action campaign to address the issue they have selected. Students will outline their intervention in their project manual.
- Given the importance of evaluation, students will evaluate their social action campaign to determine what was effective and what they could have improved upon. Students will outline their evaluation in their project manual and provide insight for future campaigns.

BOOKS:

Required:

Gasker, J. (2019). *Generalist Social Work Practice.* Los Angeles: Sage Publications.

Myers-Lipton, S. (2018). *Change! A Student Guide to Social Action*. New York: Routledge.

Recommended:

Myers-Lipton, S. (2015). *Ending Extreme Inequity: An Economic Bill of Rights to Eliminate Poverty*. Boulder: Paradigm Publishers.

Myers-Lipton, S. (2006). *Social Solutions to Poverty: America's Struggle to Build a Just Society*. Boulder: Paradigm Publishers.

Myers-Lipton, S. (2009). *Rebuild America: Solving the Economic Crisis through Civic Works*. Boulder: Paradigm Publishers.

SOCIAL ACTION PROJECT

This will comprise the focus of this course:

- We will have 3-4 campaigns to consider this semester. You also can suggest a social action campaign.
- For a campaign to be selected at **least 3 students** must agree to work on the campaign
- For each campaign you will need to create a **project manual** that consist of at least the following components/sections:
    - **Resources** – What articles, webpages or people have you consulted to inform your group regarding your social action campaign
    - **Assessment** – Given the information you have what where should you "begin" who else needs to be included, what is the "ask", what else do you still need to know, etc.…
    - **Intervention** – What approach are you going to take to get your campaign issue addressed, (what is the Social Action)
    - **Evaluation** – What worked and what did not. (This should be an ongoing section, keep track of everything including the best way to contact different stakeholder groups, meeting times, track everything with notes about effectiveness)
    - **Next Steps** – If the campaign was not completed, what should another group addressing this campaign work on, what has already been done? If the campaign

succeeded, are there other things that should happen to maintain viability (if needed). If it "failed" what aspects might another group consider in the future?

- To be successful, each member of the group will need to give considerable time to the campaign each week (**1.5-3 hours**). This will be a portion of your contract grade (see below).

Grades:
Contract Grading – We will meet 3 times during the semester to discuss what you hope to learn in this class over the semester, where you would like to grow and stretch yourself and the effort it will take to meet those expectations. At each meeting we will discuss your goals and your progress toward those goals. We will also discuss where we think you are as it relates to your grade and how you might adjust to meet your goals.

SEMESTER PLAN:

T- Aug 30 - Review of the class What is a social action campaign? **Set up course "Expectation" Meeting**
R - Sept 1 – Issue Development ****Knowledge Sources**: *Change* pp. xi-xii, xiii-xvii & 1-6 Project Pitches
T - Sept 6 - Choose Campaign **Knowledge Sources**: *Change* pp. 7-19, Videos: Angela David SJSU students Assignment: Select Campaigns and Engagement Plan "assigned"
R - Sept 8 Change history from a Social Work Perspective **Knowledge Sources:** Gasker pp. Video: SW Organizers Assignment:
T - Sept 13 – Organizations **Knowledge Sources**: Gasker pp. Zoom Rebecca Juliana (Beaver Monologue) Assignment: Select targets and create demands (3 max)

R - Sept 15 – Change Theory **Knowledge Sources:** *Change* pp.21-49 Marathana (social media) Assignment: Create recruitment & social media teams
T - Sept 20 - Location Development **Knowledge Sources:** *Change* pp. 111-128 Assignment: Begin recruiting supporters and interview stakeholders
R - Sept 22 Power Dynamics **Knowledge Sources:** *Change* pp. 51-69 Videos: Saul Alinsky & Black Panthers Assignment: Begin a power map
T - Sept 27 - Capacity Development **Knowledge Sources:** *Change* pp.71-86 Assignment: Create an organizational rap
R - Sept 29 – Strategy & Tactics **Knowledge Sources:** *Change* pp.87-109 Assignment: Organizational Rap and Choose strategies
T - Oct 4 - Social Action (Strategy & Tactics) **Knowledge Sources:** FLOC video Assignment: Organizational Rap and Choose tactics
R - Oct 6 - Social Movements (Group Dynamics) **Knowledge Sources:** *Change* pp.129-141 Assignment: Organizational Rap
T – Oct 11 - Fall Break No Class
R - Oct 13 - Project Work (Organizing) **Knowledge Sources:** *Change pp.*143-152 Assignment: Create a 2–3-line campaign message **Set up Course "Progress" Meeting**
T - Oct 18 – Campaign Kickoff **Knowledge Sources:** Assignment: Meet with target
R - Oct 20 – Launch Campaign Assignment: Kickoff campaign

T - Oct 25 – Plan Campaign
R - Oct 27 - Project Work
T - Nov 1 - Project Work
R - Nov 3 - Project Work
T - Nov 8 - Project Work
R - Nov 10 - Project Work
T - Nov 15 - Project Work
R - Nov 17 - Project Work
T - Nov 22 - Project Work
R - Nov 24 - Thanksgiving No Class
T - Nov 29 - Ongoing issues/concerns **Knowledge Sources:** *Change pp.*153-155
R - Dec 1 - Project Work
T - Dec 6 – Project Work
R - Dec 8 - Project Presentation
R - Dec 15 8:00-10:00 **Course "Achievement" Meeting**

**Knowledge sources will be one way we create the class together an will be primary on the Moodle class page.

IMPORTANT GENERAL INFORMATION

Academic Honesty:
As a social worker student, you are expected to conduct yourself in professional manner and follow the guidelines set up for confidentiality and integrity of our profession. Students are asked to refer to the Bluffton University handbook for the guidelines of the Bluffton University Honor System. Students will be asked to sign the pledge after each quiz, exam and on papers. Plagiarism and cheating will not be tolerated and in the event of the discovery of a violation students will be referred directly to the dean of students.
Plagiarism includes:

- Passing off words and/or images of another as one's own
- Passing off the ideas of another as one's own
- Using the original organizational scheme or plot of another's work as one's own.

Plagiarism, which the Student Handbook defines as "presenting either the exact words or the ideas of someone else as though they are your own," is a **serious breach** of honor and **can result in a zero on an assignment or exam**, as well as a possible failing grade for the course. **Lack of understanding regarding what constitutes plagiarism is not an excuse**. If you have any questions about plagiarism or would like me to read drafts of your work, please consult me prior to submitting written work.

Name & Gender Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity, gender expression, and nationalities. Class rosters are provided to the professor with the student's legal name. Please request to professor early in the semester your alternate name or gender pronoun to ensure appropriate changes to your records.

****Notification Regarding Disabilities:** Students with disabilities, who wish to request accommodations in the classroom, should register with the counselor for disability services early in the semester. This allows time for appropriate arrangements to be made, if appropriate. In accordance with federal laws, students requesting accommodations must provide documentation of their disability to the counselor for disability services. Jacqui Slinger is located on the 3rd floor of College Hall (within the Learning Resource Center). She may also be reached at 419-358-3215 or slingerj@bluffton.edu.

**It is my - to provide everything needed for everyone to succeed in this course. To that end, I will make whatever accommodation you feel would enhance your learning including but not limited to audio files, recorded lectures, and multiple points of access to all class knowledge. There are no quizzes or tests in this class and grades will be contracted (see below) to better allow you to select assessment techniques that will highlight your strengths.

HEALTHY CAMPUS

With COVID-19 and other viruses still present in our communities, we will need to continue to be mindful of keeping each other safe as we live together in our community of respect. Faculty members can opt to require masks in their classrooms and in their offices. If you are experiencing symptoms of COVID-19 or other illnesses, please do not attend class and contact the campus nurse. If you are attending class with minor symptoms, please consider wearing a mask. If you are placed in quarantine/isolation, your instructor will receive a notice from the registrar's office about your situation. At that point, you should also check with your instructor to establish a plan for continuing your coursework until you receive medical clearance.

Special Expectations Related to COVID-19

Students are expected to be in class in person throughout the semester. To accommodate the unusual challenges of the COVID pandemic, your professor will connect with you via ZOOM only if you are placed in quarantine or isolation by university officials. If you are in quarantine or isolation, your professor will be notified by the Registrar's Office that you will not be in class in person. While in the ZOOM classroom, students are required to have their video input on unless they have been approved by their instructor before class to video mute. Students are also expected to participate in class when on ZOOM. If students in the ZOOM classroom have their video muted without prior approval or they are not engaged in the class, they will be considered absent. Your instructor will provide information about access to class materials and due dates of assignments for students in isolation as well as any exceptions to these guidelines.