SOWK 446

Minnesota State University-Mankato

Department of Social Work

Social Work 446-02 Organizations and Community Practice (4 Credits)

In-Person- TN372

Dates/Times: Wednesdays-2:00pm-4:45pm

Fall 2024

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Office Hours: Mondays: 8am-8:45am; 1pm-4pm (By Appointment)

Wednesdays: 10:30am- 12:00pm (By Appointment)

Thursdays: 1:00pm – 4:00pm (By Appointment)

This syllabus/weekly schedule is designed to guide student learning in this course, but it is subject to change based upon factors such as realizing course goals and objectives, student progress, etc. Changes may be made at any time during the semester and are effective with email or/and announcement in D2L.

COURSE PURPOSE

This course provides students foundation knowledge, theories, values and skills for generalist social work practice with task groups, organizations and communities. Task groups provide the forum for much of the indirect social work practice that social workers perform within their organizations and within the community. Human service organizations, including public, private for-profit, non-profit, and faith-based provide the setting for generalist social work practice. An organization's leadership, structure, and function impact the effectiveness of human service delivery. Organizations exist within geographic communities.

Social problems impacting individual/family client systems often are the failure, at least in part, of social institutions within the community and broader society. Students will work in teams (task groups) to learn and apply mezzo and macro-level theories of human behavior, analytical frameworks for understanding and assessing organizations and communities, and strategies and tactics for creating macro-level change to a social problem experienced by a target population within a targeted community.

The United States is at a crossroads, as democracy itself is under attack. At the K-12 level, think tanks and scholars are calling for a major investment in civics education and social studies to respond to the breakdown of trust in our democratic institutions. How will higher education

respond? I argue that higher education needs to mainstream "social action" to do its part in creating the next generation of democratic citizens and residents. Social action occurs when everyday people band together to develop their power to change policy, and it has been a part of the American experiment in democracy throughout our history. SOWK 446 course is a combination of theory plus social action that explores power and democracy, both of which are central to the Social Work particularly. More specifically, this course examines the topics of issue development, change theory, building power, group dynamics, strategy and tactics, and campaign planning and implementation.

What is unique about SOWK 446 is that **students do macro social work practice as social action rather than just learn about it.** In a traditional course on macro social work practice, students read about theories of social change, analyze social problems, read about campaigns, develop an abstract understand of concepts, all with the professor being the "sage on the stage". In this experiential macro social change action model, students read about theories of social change and apply it to real world campaigns, as well as define a social problem and develop concrete, quantifiable solutions (i.e., demands).

In this experiential macro social change action model, students choose and lead campaigns and are transformed through a direct experience of democracy, all with the professor being a "guide on the side" where they are de-centered and cocreators of knowledge. A key part of the macro social change action model is that students have the opportunity to enact a policy (i.e., a rule, regulation, norm, or practice of an institution) on campus or in the community, with the students choosing and developing the campaigns on their own rather than assigned by the instructor.

Another exciting part of this course is that you will hear directly from students from other school (via videos) about their social action campaigns. Another key feature of the macro social change action model is the topic and flow of the course. The motto of this model is "On Your Mark, Go, Get Set."

To launch the campaigns by mid-semester, students go through the issue development process (identifying demands and targets) in the opening days of the class. By choosing the campaigns by the 3rd or 4th class, students have enough time to learn about all of the necessary aspects of social change, and then to launch a campaign by the eighth or ninth week, and still have almost half a semester to do several actions.

UNIVERSITY AND COLLEGE GOALS

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, region and global community. This mission is reflected in this course as it utilizes effective teaching, built on scholarship, to prepare students for service with individuals, groups, families and communities. Many elements of the University Goals are included in this course, to support an an actively engaged and inclusive learning community, aimed at preparation for careers and life-long learning. Similarly, this course reflects the Mission of the College of Social & Behavioral Sciences by promoting exploration, understanding, explanation, and transformation of the social world. It is part of the College's emphasis on strong undergraduate professional programs that are in alignment with student interest, market needs, and that are recognized for their high quality.

University Mission & Goals are available at http://www.mnsu.edu/president/vision.html
College Mission & Goals are available at http://sbs.mnsu.edu/about/

BSSW PROGRAM MISSION AND GOALS

The BSSW Program at Minnesota State University, Mankato builds on a strong liberal arts foundation to prepare its graduates for professional generalist social work practice with individuals, families, groups, organizations, and communities. The Program commits to ethical and competent professional practice and service with compassion and integrity. The Program empowers social work students to understand the experience, culture, and the diverse contexts of clients' lives and to honor their voices. The Program commits to professional practice that enhances human well-being and advocates for social, economic, and environmental justice for all members of our diverse and global society. The Program's graduates are resourceful problem solvers who are prepared through policy and practice to make a difference in the ever-changing global society. The Program also contributes to the work of the profession and social service agencies through consultation, scholarship, research, and leadership.

Goals of the BSSW Program. The BSSW Program

1. Prepares competent professional generalist social work practitioners for work with individuals, families, groups, organizations, and communities.
2. Promotes identification with the social work profession and commitment to the profession's values and ethics that guide practice.
3. Values human well-being and advocates for human rights through social, economic, and environmental justice.
4. Develops critical thinkers as resourceful problem-solvers that analyze and respond to diverse global contexts.
5. Prepares graduates for social work careers and life-long learning through a strong liberal arts foundation.
6. Supports the profession and communities at large through consultation, scholarship, research, and leadership.

PLACE IN THE BSSW CURRICULUM

This course is one of three courses in the BSSW practice sequence. SOWK 446 is taken after students have been admitted to the BSSW major and have completed SOWK 441 Generalist Practice. This course is taken while students are completing SOWK 443 Interviewing Skills and SOWK 435 Applied Social Work Research.

COURSE LEARNING OBJECTIVES

Meeting the course learning outcomes will contribute to the student's progress toward achieving BSSW Program Competencies and Practice Behaviors. Each competency and practice behavior addressed in this course is listed in parentheses following the learning outcomes.

1. Understand the interconnection micro, mezzo, and macro level of practice and apply the overlapping skills used at each system level. (BSSW Program Competencies 1, 2, 3, 4, 6, 7, 8 & 9)
2. Apply the person-in-environment perspective to understanding problems impacting individuals and families and to identify targets for change at the organization, community, and policy levels. (BSSW Program Competencies 2, 4, 6, 7, 8, & 9)
3. Identify, analyze, and utilize governmental and other credible statistical data sources, including local, regional, state, and national demographic data. (BSSW Program Competencies 4, 7, & 9)
4. Understand the purpose of task groups in macro-level practice, analyze task group theory and dynamics, and identify strategies for maximizing the effectiveness of task groups. (BSSW Program Competencies 1, 4, 6, & 7)
5. Apply the *NASW Code of Ethics* to guide social work practice in advocating for and creating culturally responsive, just, inclusive, and effective human service organizations, service delivery systems, and communities. (BSSW Program Competencies 1, 6, 7, 8, & 9)
6. Analyze and apply empowerment theory and other theories and frameworks for understanding, assessing, and strengthening human service organizations. (BSSW Program Competencies 4, 6, 7, 8, & 9)
7. Analyze and apply social capital theory, asset-based community mapping, and other theories and frameworks for understanding, assessing, and strengthening communities. (BSSW Program Competencies 4, 6, 7, 8, & 9)
8. Apply the generalist social work practice planned-change process for analyzing a social problem affecting a disadvantaged population requiring organization and/or community change and for developing a macro-level change effort to alleviate negative human conditions. (BSSW Program Competencies 2, 3, 6, 7, 8, & 9)

REQUIRED TEXTS

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). Social work macro practice (6th ed.). Upper Saddle River, NJ: Pearson Education.
Scott Myers-Lipton, CHANGE! A Student Guide to Social Action, ISBN: 9781138297296, ISBN: 9781612057279

NOTE: *Additional required reading and supplemental materials will be online via the D2L Course site.*

TEACHING METHODS

In order to achieve the course objectives, a multi-modal approach to teaching will be used. With the macro social change action model in mind, a typical class involves the following: (a) a student doing a 1-2 minute organizational rap (i.e., who, what, why, where, and when of a campaign), (b) a mini-lecture by the professor of the reading, (c) large and small group discussion, in-class exercises, (d) viewing educational videos from past student campaigns and other sources, and (e) group work on their campaigns. These activities are designed to de-center the faculty, empower students to believe that social action is possible, and to give students the opportunity to be active participants in their education.

COURSE REQUIREMENTS

Achievement of course objectives require: a) attendance, b) participation in class exercises and discussions, c) reading required course material, d) applying content learned in foundation and introductory social work courses, and e) successful completion of the following:

A. **Class Attendance & Participation (15 points):** As it is with organizations, your presence matters. This course uses both group-based and project-based learning and attendance and participation in both are necessary. The expectation is that you will be present, on time, and prepared to work in this class. The only absences that will not be penalized are those for medical or legal reasons and you must have appropriate documentation. Students are expected to attend the entire class. The purpose of evaluating your participation is to encourage and reward students who prepare for, and engage in, the habits of the mind. Thus, you will be evaluated on the extent and quality of your participation in the class. Your classroom participation grade will be based on the following criteria:

- **Excellence (A)-15 Points:** requires that you play a leadership role in the large class discussion and your team, apply the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, and take responsibility for the direction of the class discussion and your team.
- **Above average (B)-10 points:** requires that you participate regularly in the large class discussion and your team, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, but you do not take a strong leadership role in the overall class discussion and the direction of your team.
- **Average (C)- 7.5 points:** requires that you follow the discussion in the large class and your team, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and team.
- **Below average (D)- 5 points:** requires that you occupy a seat and occasionally show signs of life.
- **Failure (F) 0 points:** requires that you occupy a seat but show no signs of life.

At the end of the course, you will be asked to evaluate your level of participation, as well as your teammates. This evaluation will be taken seriously when participation grades are determined.

B. **Campaign Portfolio Work and Log (100 points**): At the university, you generally demonstrate that you understand the ideas from the course in an exam. This class is different. In this class, portfolios take the place of exams. Importantly, the portfolio is where you demonstrate your knowledge of the text in light of your macro social action experiences. Therefore, you must integrate the text with your community work throughout each portfolio. With no integration of text, you cannot receive above a C on your portfolio. You can talk to your teammates, but all of the portfolios will be your own work. In addition, you will most likely not receive higher than a C on your overall portfolio grade if you do not complete at least 25 hours of macro social action work (1.5 to 2 hours a week). Please use the log document on D2L (check under housekeeping notes) to keep track of your community work,

and then turn it in with the portfolios. You will submit your portfolio and log every three to four weeks.

All students will be involved in macro social action. This will require a minimum of 1½ to 2 hours per week of campaign work (**25 hours minimum over 16 weeks,** with about one-half of the time DOING something, that is, doing campaign activities (e.g., tabling, fliering, giving organization raps) or campaign actions (marches, rallies, street theater, etc.). If you do not do at least 25 hours this semester, you will most likely not receive a grade higher than a C on your overall portfolio grade, since it is difficult to do reflection if you are not doing campaign activities and actions. Of course, if you want to do more campaign work, that is great. FYI:

The course reading has been reduced to offset the 25 hours of campaign work. It will be possible to do your social action on campus, so all students should be able to work it into your schedule. In addition, class time will be dedicated to your social action campaign, so you will be able to do some of your organizing in class. During the second through fourth classes, you will brainstorm various ideas for a social action campaign, and then you will choose one to work on.

The requirements for the campaign are: (i) that you have a minimum of 3 students on your team, (ii) you have passion for the issue, and (iii) your campaign tries to change some type of policy. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective…or it may have no ideology. Whatever campaign you choose to do, give it your best effort and know that you can make positive change happen.

Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on and can change campaigns at any point in the semester. Furthermore, my role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

If for some reason a student wants to leave a group, please contact the professor. At that time, the student and professor will discuss what group you would like to join. After the student makes a choice, I will contact the other group. If the group believes there will be little disruption to the group, then the student is able to join. However, if the group feels that there would a disruption to the group due to possible lack of trust and transparency issues, or negative behavior by the student, that group has the right to say no. If the student still wants to join the group even after the student group has said that it would cause a disruption, the professor will make the final decision, as I am ultimately in charge of the classroom environment. Personally, I am fine with any student joining another group if it would cause minimum disruption to the group. At the same time, I am not okay if by a student joining the group, it would cause disruption to the group. As professor, I am responsible for the classroom environment, and I will base my decision on the impact to the classroom environment. If the student has no group to join, then the student will be given an independent study with no negative repercussions to her/his/their grade.

C. **Campaign Presentation and Binder (45 points):** For the final exam, students give a group presentation on your macro social change action campaign. In addition, your group will turn in a campaign binder, which will be evaluated. The binder will be used by future students when they choose their campaigns

D. **4 Scholarly Article Summary (40 points):** Students will write at least a **200 words** summary to each scholarly article that is a required reading and relate it to the corresponding chapter for each week. Your summary can include:

i. What was the central thesis (purpose) of the paper?
ii. What stood out to you as insightful and applicable to the future of your work as a social worker from the paper?
iii. Of what relevance is the paper to the topic of discussion on our textbook this week?
iv. What questions or recommendations do you have regarding the topic of focus in this paper?

You must also respond to at least one classmate post. **7.5 points** for original response, and **2.5 point for classmate response** of at least **50 words. This is part of the D2L online-enhanced component of the course. Please refer to the D2L site to complete.**

1st Discussion Post 3rd of September 2024
2nd Discussion Post 17th of September 2024
3rd Discussion Post 1st of October 2024
4th Discussion Post 15th of October 2024

EVALUTION OF STUDENT LEARNING
Students will be evaluated both in terms of their knowledge acquisition and ability to apply the knowledge of policy practice as demonstrated by their active, meaningful, and educated participation in class sessions and their mastery of course learning outcomes as demonstrated through the assignments and quizzes.

A total of **200 POINTS** can be earned in this course. There will be a complete description and grading rubric available for each assignment so that expectations for performance are clearly articulated to students.

Grades are assigned based on the following:

A = 93 % - 100%
A- = 90 % - 92.9%
B+ = 87 % - 89.9%
B = 83 % - 86.9%
B- = 80 % - 82.9%
C+ = 77 % - 79.9%
C = 70 % - 76.9%
D = 60 % - 69.9%
F = 59.9 or less

Grades in this course are based on successful participation in all course activities including, but not limited to, discussion (defined as asking, answering, commenting, and contributing verbally), participation during any in-class assignment or activity, homework related to practicum, and writing assignments.

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

Statement of Non-Discrimination Policy

The University and Department of Social Work is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, religion, color, veteran's status. National origin, sex, sexual orientation, age, marital status, physical and mental disabilities, creed, status due to receipt of public assistance, or any other groups against which discrimination is prohibited by Title VII of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Minnesota Statute Chapter 363, and other applicable state or federal laws or State University System policy. Complaints of discrimination are filed with the Office of Affirmative Action located at 112 Armstrong Hall.

Access for Students with Disabilities Policy

In accordance with University Policy, the Department of Social Work is committed to ensuring equal educational opportunity and full participation for qualified persons with disabilities as is legally required under the Rehabilitation Act of 1973 including section 504 and the Americans with Disabilities Act. All students with a disability may request accommodation through Accessibility Resources. Visit Accessibility Resources at 132 Memorial Library or call 507-389-2825 (V/TTY). Student disability accommodations will be made by faculty based upon the advisement of the Accessibility Resources. To read the entire *University Access for Students with Disabilities Policy* go to http://www.mnsu.edu/acadaf/policies/AccessforStudentswithDisabilities.pdf.

Student Responsibilities Policy and Academic Honesty Policy

In accordance with Minnesota State University's Statement of Student Responsibilities, students are expected to:

- Fulfill their academic responsibilities in an honest and forthright manner. Examples of violations include but are not limited to: plagiarism (such as using another's phrasing, concepts or line of reasoning as your own), substituting course assignment that are not your own; submitting the same paper in different classes without prior approval from both instructors; cheating on assignments or examinations; acquiring or using test materials without faculty knowledge; engaging in academic fraud alone or with others; downloading material off the Internet without proper citation; failing to abide by test taking procedures;
- Respect and foster the academic endeavors of others;
- Protect and support the personal safety of self and others;
- Demonstrate respect for others in all their interactions;
- Show respect for personal and University Property; and
- Will contribute to a safe environment within the University.

Individuals who violate these responsibilities are subject to disciplinary sanctions such as: reprimand, or disciplinary probation, suspension, or expulsion.

Distraction and Technology Use Policy
In order to fulfill the educational purposes of the classroom and to help students develop professional behavior that extends far beyond the classroom, the Department of Social Work has developed a policy on distraction and use of personal technology in the classroom. Faculty members may implement this policy as they see fit to their courses.

Chemical sensitivity Policy
Faculty, staff, and students have reported sensitivities to various chemical-based and scented products such as perfume, hair spray, hand lotion, etc. We ask for everyone's cooperation in our efforts to accommodate these serious health concerns by refraining from wearing strong scents while in our classrooms, faculty and department offices, and adjoining halls.

APA Style Writing Policy
Students are expected to comply with the stylistic guidelines of the American Psychological Association, fifth edition. The APA manual is available at the MSU Memorial Library reference desk, call number BF 76.7.P83 2001). The reference for the APA manual is:

American Psychological Association. (2009). *Publication manual of the American Psychological Association.* (6th ed.). Washington, DC: Author.

On-line sources to help with using APA:

- http://www.apastyle.org/
- http://owl.english.purdue.edu/owl/resource/560/01/

Writing Assignment Standards
The following are the assignment standards for all type-written assignments, unless alternative instructions are provided.

- Type-written, double spaced, with 1-inch margins on all sides. 12-point Times New Roman font, running head and page numbers in upper right corner. Do not provide extra spacing between paragraphs, etc.
- Cover page
- APA style related to all citations, references and reference page format and section headings.
- The paper must be proofread for grammatical and spelling errors and presented in a manner appropriate for academic, professional writing.
- The Department of Social Work and the Center for Academic Learning offer its students a **Social Work Writing Services** program, which is staffed by social work students. Go to https://mnsu.mywconline.com/ to schedule an appointment with one of the social work writing tutors. See the Department Listserv for more information.

OTHER CLASS POLICIES

- **Second Language Learners**

Those students for whom English is a second of additional language, not their primary language, should feel free to talk with the instructor about ways to assist in your learning.

- **Non-Binding Obligation Clause**
  This syllabus is designed to guide our learning in this course. Although every effort will be made to adhere to the syllabus, it is subject to change based upon factors such as realizing course goals, objectives, student progress, etc. Changes may be made at any time during the semester and are effective with advance notification to students registered for the course. [Oral notice to those in attendance].
- **Policy on Incompletes**
  Incompletes are discouraged and are given only in extraordinary circumstances. Students are required to request an incomplete from the instructor and to file a signed contract stating when and how the course requirements will be completed. Failure to satisfy the incomplete within the following semester will result in an "F" grade being entered.
- **Attendance and Class Participation**
  Class attendance is expected. Students are expected to participate in class discussions and structured exercises.
- **Late Assignments**

  Assignments are due on the dates listed on the class schedule, unless an extension is announced in class. Prior approval should be obtained in the event that an assignment needs to be submitted after the due date. Late assignments will be accepted subject to the discretion of the instructor and be subject to lost points.

Note: This is a tentative schedule. The instructor reserves the right to make changes in the schedule in order to accommodate the learning needs of students or for other reasons that warrant deviation from the anticipated schedule. An attempt will be made to announce changes in the schedule in advance to the extent possible. Students are responsible for updating the class schedule in the event that changes are made. Students are expected to read the required readings by the dates listed in the class schedule.

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Weekly Class Schedule

	Topic & Activities	Readings	Assignments
1. August 25th, 2024	• Introduction, review syllabus, course expectations. • An Introduction to Macro Practice in Social Work	**Textbooks:** Netting Chapter 1, Myers-Lipson Chapter 1	NONE
2. September 1st, 2024	• Understanding Communities • Setting the Tone	**Textbooks:** Netting Chapter 4, Myers-Lipson chapter 2 **Scholarly Article**: Reisch, M. (2017). Why macro practice matters. Human Service Organizations: Management, Leadership & Governance, 41(1), 6–9.	Submit Scholarly Article Discussion Post via D2L by **September 3rd 2024, by 11:59pm** Submit Portfolio 1 Online via D2L by **6th September 2024 by 11:59pm**
3. September 8th, 2024	• Assessing Communities • Change Theory	**Textbooks:** Netting Chapter 5, Myers-Lipson Chapter 3	Submit Portfolio 2 Online via D2L **13th September 2024, by 11:59pm**
4. September 15th, 2024	• Assessing Human Service Organizations • Building Power • Research	**Textbooks**: Netting Chapter 8, Myers-Lipson Chapters 4 & 5 **Scholarly Article**: Alexander, B. N. (2020). Leading collective action to address wicked problems. Nonprofit Management and Leadership, 30, 445–465.	Submit Scholarly Article Discussion Post via D2L by **September 17th, 2024, by 11:59pm** Submit Portfolio 3 Online by **20th September 2024, by 11:59pm**
5. September 22nd, 2024	• Designing and Building Support for an Intervention • Group Dynamics	**Textbooks**: Netting Chapter 9, Myers-Lipson Chapter 6	Submit Portfolio 4 Online by **27th, September 2024, by 11:59pm**
6. September 29th, 2024	• Selecting Appropriate Strategies & Tactics • Strategy & Tactics • Campaign Kickoff	**Textbooks:** Netting Chapter10; Myers-Lipson Chapters 7 & 8 **Scholarly Article**: Hyde, C. A. (2018). Leading from below: Low-power actors as organizational change agents. Human Service Organizations: Management, Leadership & Governance, 42:1, 53–67.	Submit Scholarly Article Discussion Post via D2L by **October 1st, 2024, by 11:59pm** Submit Portfolio 5 Online by **4th, October 2024, by 11:59pm**
7. October 6th, 2024	• Planning and Implementing an Intervention • Campaign Plan	**Textbooks**: Netting Chapter 11; Myers-Lipson Chapter 9	Submit Portfolio 6 Online by **11th,**

			October 2024, by 11:59pm
8. October 13th, 2024	• Monitoring and Evaluating the Intervention • The Hero's and Shero's Journey	**Textbooks**: Netting Chapter 12; Myers-Lipson Chapter 11 **Scholarly Article**: Edwards, K., Praetorius, T., & Nielsen, A. P. (2020). A model of cascading change: Orchestrating planned and emergent change to ensure employee participation. Journal of Change Management, 20(4), 342–368.	Submit Scholarly Article Discussion Post via D2L by **October 15th, 2024, by 11:59pm**
9. October 20th, 2024	• Group Campaign Work	**Group Campaign Activities** **Watch Videos via D2L**	Submit Portfolio 7 Online by **25th, October 2024, by 11:59pm**
10. October 27th, 2024	• Group Campaign Work	**Group Campaign Activities** **Watch Videos via D2L**	Submit Portfolio 8 Online by **1st, November 2024, by 11:59pm**
11. November 3rd, 2024	• Group Campaign Work	**Group Campaign Activities** **Watch Videos via D2L**	Submit Portfolio 9 Online by **8th, November 2024, by 11:59pm**
12. November 10th , 2024	• Group Campaign Work	**Group Campaign Activities** **Watch Video via D2L**	Submit Portfolio 10 Online by **15th, November 2024, by 11:59pm**
13. November 17th, 2024	• NO CLASS (Use it to prep for your Group presentations and finish your group binder)	**Work on Your Group Presentation & Binder**	**NONE**
14. November 24th, 2024	• **NO CLASS- HAPPY THANKSGIVING** •	Textbook: **NONE** Scholarly Article: **NONE**	**NONE**
15. December 1st, 2024	• **PRESENTATIONS**	**In-Class Group Presentation**	All presentation Slides on D2L due by **December 4th, 2024.** Campaign Binder due by **December 6th, 2024, by 5:00pm**
16. December 8th, 2024	FINALS WEEK	**NONE**	**NONE**