

**Mississippi State University
Department of Sociology
Social Work Program**

SW 3533 Social Work with Communities and Organizations
Course Syllabus
Fall 2017

Semester Credits: 3 hours
Day/Time: Mon/Wed-2 p.m. to 3:15 p.m.
Bowen 250

I. Course Overview

Instructor

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Office hours: Monday and Wednesday 11:15 a.m. until noon; all others by appointment

A. Course Description

SW 3533 is a three-hour course, which focuses on processes involved in engaging client systems in problem solving with emphasis on groups and macro systems in generalist social work practice. This course provides students with theoretical knowledge and practical applications for organizing groups and communities for change.

B. Course Outcomes & Component Behaviors

This course assists social work students in mastering Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) Component Behaviors needed for culturally-sensitive generalist social work practice with communities and organizations.

Upon completion of this course, students will be able to:

1. Apply social work practice problem-solving methods with macro level systems. (Component Behavior: 1C; 5C)
2. Analyze organizations and communities as macro level systems. (Component Behavior: 2B; 4C)
3. Assess the interrelationships of institutions, organizations, and communities in social work practice. (Component Behavior: 1A; 8C)

4. Examine influential theories related social work practice and macro practice systems. (Component Behavior: 3B; 8B)
5. Distinguish social and economic justice in work with vulnerable populations in organizations and communities. (Component Behavior: 2A; 3A)
6. Use macro level interventions with organizations and communities. (Component Behavior: 4A; 8A)

Component Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

1B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1D. Use technology ethically and appropriately to facilitate practice outcomes.

Competency 2: Engage Diversity and Difference in Practice

2A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

2B. Present themselves as learners and engage clients and constituencies as experts of their own experiences

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

3A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

3B. Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

4A. Use practice experience and theory to inform scientific inquiry and research

4C. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

5B. Assess how social welfare and economic policies impact the delivery of and access to social services.

5C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

6A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

6B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

7A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

7D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

8A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

II. Course Policies

A. Expectations of Students

1. All occurrences of academic misconduct will be dealt with in accordance with the guidelines and procedures outlined in the . Any case of academic misconduct or academic dishonesty will result in an "F" for the course.
2. All cellular devices will remain "off" and put away while in this classroom. If you have an emergency situation where you must remain in contact with someone, please see the instructor for permission in advance.
3. Students who are auditing this course are required to attend all class sessions. You will participate in all classroom activities. No more than two excused absences are permitted. Written assignments and tests/examinations are optional for students who are auditing.

4. All assignments must be read prior to class sessions. Participation in class discussion and synthesis of information requires that students come to class with a basic knowledge of the topics assigned. Assignments may extend beyond those included in the required text.

Read all assignments and prepare questions regarding the reading material to stimulate class discussion and enhance the learning process. I expect students to participate in meaningful class discussion regarding the textbook material.

5. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
6. The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. You are expected to be familiar with its contents. The Code can be found online at <http://www.socialworkers.org/pubs/code/code.asp>. The importance of confidentiality cannot be overstated. In written assignments, as well as oral discussions and presentations, guidelines regarding confidentiality (as expressed in the NASW Code of Ethics) are to be strictly observed.

B. Instructor Responsibilities

I am committed to making your class experience an information-filled adventure that explores the field of child welfare services. I am committed to:

- Timely correspondence regarding issues and questions that arise throughout the course.
- Offering information from a variety of resources that will challenge you to develop professional values regarding social work practice in child welfare services.
- Create opportunities (conventional and unconventional) for learning inside and outside the classroom.

C. Academic Honesty

Honesty is required. All occurrences of academic misconduct will be dealt with in accordance with university policy. The policy may be accessed at <http://www.honorcode.msstate.edu/>

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Mississippi State University Student Honor Code

D. Accommodations

Students with disabilities requesting academic accommodations must identify themselves to the office of Student Support Services. I am committed to doing what is necessary to make this learning experience as fulfilling as possible for people who have special needs due to disability. If there is anything I can do-such as providing materials in alternative formats or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities-please take time to discuss your concerns with me early in the semester. We can work together to make the necessary accommodations for you. Please know that anything we discuss will be held in the strictest of confidence.

D. Attendance and participation

Students are expected to be on time, be prepared, participate in class discussions and activities, and complete assignments in a timely manner. Other missed classes, beyond the allowable absence, will result a deduction points from the overall attendance grade for each subsequent absence.

If you miss a class, you are responsible for missed class content; however, missed in-class work cannot be made up. Make-up examinations will not be permitted unless there are documented extraordinary circumstances. Approval will be on a case-by-case basis. Electronic copies of papers are due at the beginning of class on the due date. All papers must be submitted on Blackboard Learn. The instructor reserves the right to NOT ACCEPT late assignments. No work will be accepted after seven (7) days. Should the instructor accept a late assignment, 10 points will be deducted from the final grade for the assignment.

Class discussions will focus on readings from the text and class handouts; therefore it is important that you read and review the assignments BEFORE the scheduled class discussion. The purpose of the assigned readings is to assist students in understanding and assimilating ideas about the profession of social work. The readings give the student an opportunity to learn about the social work profession and social work perspectives, as well as generalist practice and contemporary issues facing social workers. Readings will help facilitate more meaningful participation in class discussions and reap a greater understanding of the content.

The student will be responsible for the material in the text even if it is not included in the lecture. The instructor, by student leaders or by guest lecturer, may present lecture material. Lecture material will not necessarily come directly from the text; therefore students need to maintain complete and accurate notes.

E. Sexual Harassment/Sexual Misconduct

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>

III. Course Requirements

A. Required text:

Hardina, D. (2013). *Interpersonal social work skills for community practice*. New York: Springer Publishing Company.

B. Course Learning Opportunities

1. **Examinations:** Four examinations will be given during the semester. Examinations may contain essay, multiple choice, and/or short answer questions. Students who are not seated in their place at the top of the class hour will not be allowed to take tests. Those who arrive late will not be allowed to sit for an exam. See A.O.P. 12.04 for more information on final examination rescheduling

(<http://www.policies.msstate.edu/policypdfs/1204.pdf>)

2. **Assessment of Community Government-Related Groups:** The purpose of this assignment is to gain knowledge of and to analyze community political systems. The process includes the following: choose a governmental unit of a town, city, county, or state. Find out when the town/city council, board of supervisors, board of education, etc. meets. Please be generous & share this information with your cohorts. **Plan to attend two (2) different governmental level meetings (town, local, city/county, state).** Take notes during the meetings. Think about the implications of the decisions being made and who will benefit from the decisions. This is not a 'report' of your attendance at a meeting and what you saw/heard. It should be an evaluation of the meeting and the business conducted by those in power. If special interest groups or concerned citizens/parents are in attendance, please take special note of the role they occupy.

Note: topics discussed, identity of participants in attendance (councilpersons, mayor, etc.) indicators of power and conflict among the elected officials, any topic that you do not understand, areas relative to social work

practice/intervention (or that could be helped/improved with social work intervention), and any other areas/issues covered during the meetings. The paper that you generate as a result of your attendance at these meetings should be a **three to four** pages typed, double-spaced, APA style (6th edition). **Your paper for this assignment is due October 2, 2017.**
Component Behaviors Measured: 2A, 5B, 6B

3. Service-Learning Experience/Agency Assessment: The purpose of this assignment is to gain knowledge of effective and valid uses of volunteers in the development of organizational and/or community projects established to improve life for those living in low-income areas or working with vulnerable populations. You will **complete 15 hours of service-learning**. While in the agency, you will engage with staff and clients to assess the organization and the client population, identify and implement interventions related to the mission and goals of the organization and evaluate the effectiveness of the intervention. You must submit a **Service-Learning Verification Letter** and a **Service-Learning Supervisor Information Form** by **August 30, 2017**.

Service-Learning Related Assignments

a. **Contemporary Issues Observation Report**-Students enrolled in SW 3533 will write six contemporary social issue briefs to demonstrate your understanding of the impact of social issues on the clients served by the service learning agency. For each journal entry, you should complete 2 to 3 hours of service learning within your agency. You must submit a timesheet verifying this information. See CSI Guidelines for further instructions and due dates.

Component Behaviors Measured: 4A and 4C

b. **Service-Learning Presentation**-At the end of the semester, students will offer an oral presentation of the service-learning experience. Using the lens of the NASW Code of Ethics, students must incorporate reflection and self-regulation in a practice setting, the application of appropriate human behavior theories. Length of presentation to be determined. All presentations must incorporate a visual aid. Presenters must wear professional attire on presentation day. Points will be deducted from your presentation grade, should you fail to follow guidelines outlined for the project. See presentation dates in Course Schedule

Component Behaviors Measured: 1B, 1C, 2B, 3B,

An oral presentation is required at the end of your service-learning experience. Further instructions regarding your presentation will be discussed in class. All presentations must be meet minimum time frame TBD. All presentations must include handouts to be distributed to attendees. Presenters must wear professional attire on presentation day. Points will be deducted from your presentation grade, should you fail to follow ALL guidelines outlined for the project.

C. Grading Standards and Criteria

Assignments and Grading Criteria

Assignment	Grade Distribution
Tests (4 @ 100 pts.)	400 pts.
Contemporary Social Issues Briefs (6 @ 20pts)	120 pts.
Assessment of Government Meetings	100 pts.
Service-Learning Agency Presentation	50pts.

Grading Scale

A	600-670 pts.	(89.5-100%)
B	533-599 pts.	(79.5-89.4%)
C	466-532 pts.	(69.5-79.4%)
D	399-465 pts.	(59.5-69.4 %)
F	0-398 pts.	(59.4% or below)

D. Course Session Outline

The instructor reserves the right to deviate from this syllabus at any given time. Students are responsible for all material from text regardless of inclusion in the lecture.

Week	Lesson Focus	Reading Requirement/Assignment
08/14/2017 Last day to drop w/o a grade Friday, 08/22/2017	Review of syllabus and other course material; expectations	
08/21/2017	Engagement	Chapter 1
08/28/2017	Interviewing Skills	Chapter 2 Service-Learning Verification Form and Supervisor Information form due by 08/30/2017
09/04/2017 No class meeting; Monday, 9/4/2017; Labor Day Holiday	Recruiting Potential Participants	Chapter 3
09/11/2017	Developing Relationships	Chapter 4 Journal entry 1 due 9/11/2017 Test 1; 9/13/2017; Chapters 1-3

09/18/2017	Telling THEIR Story	Chapters 4 and 5 Journal entry 2 due 9/18/2017
09/25/2017	Assessing Community Strengths and Problems	Chapter 6 Journal entry 3 due 9/29/2017
10/02/2017	Leadership Development and Group Decision Making	Chapter 7 Assessment of Government Meetings due 10/02/2017
10/09/2017 <i>*Note: Last day to drop with "W" grade is 10/09/2017</i>	Taking Action	Chapter 8 Journal entry 4 due 10/09/2017
10/16/2017 <i>Advising begins October 16 and ends October 27; Remember to schedule a meeting with your faculty advisor.</i>	Working with Constituent Groups	Chapter 9 Test 2; 10/18/2017; Chapters 4-7 Journal entry 5 due 10/20/2017
10/23/2017	Participatory Research for Evaluation	Chapters 9 and 10
10/30/2017	Interpersonal Skills for Legislative Advocacy	Chapter 11 Journal entry 6 due 11/01/2017
11/06/2017	Interpersonal Skills for Community Building	Chapter 12
11/13/2017	Community Building and Supervision	Chapter 13
11/20/2017 No class meeting; 11/22/2017; Thanksgiving Holiday		Test 3; 11/20/2017; Chapters 8-10
11/27/2017	Service-Learning Presentations & Course Wrap-up	Agency information and presentation
	Final Exam; Tuesday, December 5, 2017; 3 p.m. to 6 p.m.	

Contact List

Education is a collaborative venture that is often positively enhanced by engaging with other students. With that in mind, you must invest getting to know your fellow classmates. Below is a space to gather the names and contact information of some of your fellow students.

Name	Email Address	Telephone