FOUNDATIONS OF GENERALIST PRACTICE II  
SOWK 611  
Minnesota State University, Mankato  
Department of Social Work

PURPOSE OF THE COURSE

The SOWK 611 Foundations of Generalist Practice II course presents foundation knowledge, values and skills for generalist social work practice with task groups, organizations and communities, with an emphasis on rural and small community issues. Because macro level social work practice often entails working with others to achieve desired change, students will enhance their knowledge of and skills in working in task groups. Organizations provide the setting for most social work practice. Social workers practice at all levels within public, private, and not for profit agencies. This course provides an introduction to the knowledge, values, ethics, skills and application of theory needed to understand advanced generalist social work practice within the context of organizations. The course emphasizes community level social work practice, focusing on strategies for community assessment, community development and community change, including changing social welfare and other policies to ensure the well-being of all members of society. SOWK 611 also examines community development from a global perspective. Students will explore and develop knowledge and skills for conducting community assets and needs assessments, as well as examine strategies for community development and change from the context of rural and small community environments. Students also examine ethical issues impacting macro level advanced generalist social work practice.

PLACE IN THE MSW CURRICULUM

SOWK 611 Foundations of Social Work Practice II is the second course in the practice sequence and is taken in the second semester of the foundation year in conjunction with SOWK 613 HBSE II and SOWK 615 Practicum & Seminar I. Students apply the theoretical content learned in HBSE II to their examination of practice with organizations and communities, with an emphasis on community practice in rural and small communities. In addition, this course lays the foundation for SOWK 661 Advanced Social Work Administration.

INSTITUTIONAL MISSION

Foundations of Social Work Practice II contributes to the University mission related to promoting learning through effective teaching and scholarship. The course is also supportive of the College mission to promote exploration, understanding, explanation and transformation of the social world through graduate teaching and learning.

MSW PROGRAM GOALS

This course supports the achievement of MSW Program goals, specifically: 1) to prepare competent and effective graduates to be advanced generalist social work practitioners with groups, organizations, and communities, emphasizing rural and small communities; 2) to prepare graduates who apply and promote at an advanced level the values, ethics, theory, and
perspectives of the social work profession; and 3) to prepare graduates who promote at an advanced level social and economic justice in a diverse society within a global context.

**COURSE OBJECTIVES**

As a result of successfully completing this course, students will be able to:

1) Understand the application of micro and mezzo level skills to macro-level advanced generalist social work practice (MSW 1.2, 1.6).

2) Understand the role and importance of macro-level interventions in advanced generalist social work practice (MSW 1.2).

3) Develop and apply foundation knowledge, theory, values, ethics and skills in advanced generalist social work practice within the context of groups, organizations and communities (MSW 1.2, 1.5, 1.6).

4) Assess institutional and environmental factors that serve as barriers for populations-at-risk and diverse groups, including age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation, in meeting social and economic needs, with an emphasis on rural and small communities (MSW 1.1, 1.4, 2.1, 3.1).

5) Understand the planned change process for analyzing a problem requiring community change and for developing a macro-level change effort. (MSW 1.2, 2.2, 3.1).

6) Understand the application of models of community organizing and change with a diverse array of populations, including people distinguished by age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (MSW 1.2, 1.5, 2.2, 3.1).

7) Understand and analyze the difference between community asset and community needs assessment (MSW 1.1, 1.2, 1.3, 2.2).

**REQUIRED TEXTBOOKS**


A collection of these readings will be available on reserve at the library, at the Wissink Copy Shop, or online.

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RECOMMENDED TEXTBOOKS


COURSE REQUIREMENTS

Response to Discussion Questions
Students will respond to discussion questions based upon the required reading posed by the instructor on D2L. Subject matter will include discussion of ethical and value issues impacting advanced generalist social work practice in organizations and communities.

Analysis of Social Service Organization (Designated Learning Assignment L. O. 1.2 & 1.6)
Student will conduct an analysis of their foundation practicum agency, including an examination of the organization’s mission, goals, governing structure, theoretical models, decision-making process, funding sources, service delivery model, and institutional strengths and barriers to populations-at-risk and diverse groups. Students will incorporate the results of a literature search critically examining evidence-based practice in the delivery of social services.

Asset and Needs Assessment
Students will write a paper comparing and contrasting community asset assessment and community needs assessment, including the strengths and limitations of each approach. In addition, students will develop a strategy for implementing an assessment in a community, including considerations for engaging members of diverse groups.

Community Analysis (Designated Learning Assignment L. O. 1.2)
Utilizing the “PREPARE” and “IMAGINE” evaluation instruments, students will engage in a hypothetical analysis of a rural or small community in a two phase assignment. Part A: Assessment of the potential for community change using the “PREPARE” assessment instrument. Part B: Development of a strategy for implementing macro-level change in a community using the “IMAGINE” instrument, including an analysis of strategies for members of diverse groups.

TEACHING METHODS

In order to achieve the course objectives, a multi-modal approach to teaching will be used, including but not limited to lecture, task group work, large and small group discussion, in-class exercises, on-line discussion, viewing educational videos, guest speakers, role-play, computer lab instruction, and practical application of course content in student’s practicum agency and in the community. Note that this course is designed to be online hybrid.

EVALUATION OF STUDENT LEARNING

A total of 100 points can be earned in this course. Grades will be awarded according to the following scale:

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Analysis of Social Service Organization: 25 points (25% of total)
Asset and Needs Assessment: 20 points (20% of total)
Community Analysis: 40 points (40% of total)
Response to D2L Questions: 15 points (15% of total)

Students will be evaluated in accordance with the following system of letter grades: A, B, C, D, and F.

A – 90% to 100% of possible points represents work of definitely superior quality
B – 80% to 89% of possible points represents a level of performance that is above average
C – 70% to 79% of possible points represents a below-average performance
D – 60% to 69% of possible points represents unacceptable performance
F – 59% or below represents unacceptable performance

A grade of “incomplete” will only be awarded under rare circumstances. Students must meet with the instructor to request an “incomplete” as soon as possible in the semester, but at least two weeks before the last day of the semester. The request must include a plan with a timeline for completing and having evaluated all coursework prior to the first day of the subsequent semester.

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

NOTE: For complete policies please refer to the MSW Student Handbook as well as the College of Social and Behavioral Sciences, College of Graduate Studies and Research, and Minnesota State University, Mankato Policy documents for Graduate Students.

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 the Office of Disability Services. Visit the Office of Disabilities Services 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 Office of Disability Services.

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STUDENT RESPONSIBILITIES POLICY AND ACADEMIC HONESTY POLICY

Students are expected to comply with the Student Responsibility Policy and Academic Honesty Policy stipulated in the MSW Program Graduate Student Handbook.

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:

SOWK 611 COURSE SCHEDULE

**Week 1**
Topic: Introduction to class; Review syllabus and course objectives  
Delivery Method: In-class  
Required Readings: None

**Week 2**
Topic: Defining macro practice; Case methods; Community organization  
Delivery Method: In-class  
Required Readings:  
Long, Preface and Chapter 1: Defining Macro Practice  
Fauri, Part I: Introduction  
Eichler, Introduction and Chapter 1: Community Organizing: Conflict and Consensus  

**Week 3**
Topic: The strengths perspective; Consensus organizing  
Delivery Method: In-class  
Required Readings  
Long, Chapter 2: Adopting a Strengths Perspective in Macro Practice  
Furi, Part II.1: Lee and the Amazing Multifaceted Community Needs Assessment  
Eichler, Chapter 2: Evolution of Consensus Organizing  
Week 4
Topic: “Practicing” macro social work; Analyzing issues within a community
Delivery Method: Online
Required Readings
Long, Chapter 3: Considerations for the Practitioner
Eichler, Chapter 3:

Week 5
Topic: Uncovering citizen strengths; Working with citizens for social change
Delivery Method: In-class
Required Readings
Long, Chapter 4: Calling on Consumer and Citizen
Eichler, Chapter 4: Program Design

Week 6
Topic: Enriching organizational life; Cultural competency
Delivery Method: Online
Required Readings
Long, Chapter 5: Enriching Organizational Life
Eichler, Chapter 5: Cultural Competency in Consensus Organizing

Week 7
Topic: Developing community capacities; Strategies for effective community advocacy
Delivery Method: In-class
Required Readings
Long, Chapter 6: Developing Community Resources and Capacities
Furi, Part V.16: Organizing in Jacinto
Eichler, Chapter 6: Consensus Organizing Strategies and Tactics


**Week 8**

Topic: Understanding social planning; Working with others in community

Delivery Method: Online

Required Readings

Long, Chapter 7: Social Planning

Furi, Part IV.11: When Community Mental Health Meets Public Managed Care

Eichler, Chapter 7: Developing External Relationships


**Week 9**

Topic: Administration from a strengths perspective; Developing partnerships between groups

Delivery Method: In-class

Required Readings

Long, Chapter 8: Administration from a Strengths Perspective

Furi, Part V.14: KingsHaven and YOU: Managing Volunteers

Eichler, Chapter 8: Forming Partnerships


Week 10
Topic: Strengths in policy, practice, and politics; Building personal relationships
Delivery Method: Online
Required Readings
Long, Chapter 9: Accentuating Strengths in Policy Practice and Political Persuasion
Furi, Part II.3: The Underground Advocates
Eichler, Chapter 9: Building Personal Relationships
Alcorn, S., & Morrison, J. D. (1994). Community planning that is "caught" and "taught":

Week 11
Topic: Promoting a just society; Building relationships within institutions
Delivery Method: In-class
Required Readings
Long, Chapter 10: Promoting a Just Society
Furi, Part II.2: Hate Crimes Legislation: Legislative Advocacy for the GLBT Community
Eichler, Chapter 10: Building Institutional Relationships
Hatchett, B. F., & Garcia, C. C. (2001). Social work intervention in the Colonias:
*Canadian Social Work Review / Review Canadienne de Service Social, 19*(2), 227 – 244.
Yan, M. C. (2004). Bridging the fragmented community: Revitalizing settlement houses in the

Week 12
Topic: Evaluating macro change; Nurturing new organizers
Delivery Method: In-class
Required Readings
Long, Chapter 11: Evaluating Macro Practice
Eichler, Chapter 11: Developing Young Organizers
us. *Journal of Community Practice, 9*(1), 77-97.
Week 14
Topic: The future of community organizing – Where do we go from here?
Delivery Method: In-class
Required Readings
Furi, Part IV.9: Growing Hope: Strategic Planning and Organizational Change
Eichler, Chapter 13: The Future of Consensus Organizing

Week 15
Topic: Wrap-up of semester, complete evaluations; finish unfinished business
Delivery Method: In-class
Required Readings

Week 16 – Finals

SUPPLEMENTAL BIBLIOGRAPHY


Minnesota State University, Mankato, SOWK 611, 2009-2010