Course ID: SW 831 Social Work Practice II

Academic Requirements Fulfilled: Required course for MSW

Term Fall 2018

Instructor Name: Julia Riley, PhD

Email: Julia.riley@unh.edu

Phone: 207-329-8900

Course Overview

This course is a continuation of SW 830 and introduces the student to the study of social work intervention and change strategies when working with groups and communities. In addition, the organization is examined as a target for change. The overall process of change including identification of problems, assessment, choice of intervention strategies, evaluation, and termination are considered with groups, organizations, and communities. All processes of change are considered from a community-based, person-in-environment and strengths perspective.

The approach used in class will provide you with an opportunity to explore the literature of practice theory and research. As students you will be encouraged to work toward a practitioner/researcher stance toward your own fieldwork with clients. In order for the process to work, it is important that you come to each course module having read the assigned readings critically, so that you are prepared to share your thoughts about the ways in which they relate to your work in the field with others in the class. The central themes of the session are outlined in each Module and you will be expected to work at making connections between assignments and your professional as well as personal experiences. Reading and written course assignments are designed to encourage you to examine your own practice and deepen your understanding of the complex issues you and your clients must face in your work together.

In order to practice skills and bring concepts that we will be discussing in class to life, each student will be paired with another student to co-facilitate an online group. Members of the group will then act as the rest of the students in the class. This will be a one-session group and preparation for the group will be done via email or phone with your co-facilitator. The groups will be held synchronously and videotaped. All Synchronous sessions will be conducted using the “Zoom” meeting platform. A link will be sent in advance of the weeks in which synchronous sessions will be held. Co-facilitators will then be able to review their work in preparation for a self-reflective paper. The groups will be approximately 45 minutes in length with a brief debriefing after the conclusion of the group. Co-facilitators will be assigned randomly and the schedule will be posted before the course begins. Each group will have a group page in which co-facilitators will be able to plan and share resources.

This syllabus is your guide to SW 831. It indicates what you can expect from the course and me as well as what I expect of you. It will answer many questions concerning assignments and grading.
The syllabus is subject to modification and any changes will be communicated to you via the Canvas announcement page and email.

**Course Description**
This course covers basic concepts, theories, and skills of social work practice. The course includes lectures and discussions, readings and written exercises, as well as, videotapes and laboratory practice sessions. Students use the experiential parts of the course (laboratory group exercises) to apply the conceptual and theoretical knowledge.

**Learning Objectives**
This course builds on the student's knowledge of social work skills with individuals by expanding the concept of "client" to include small groups, community settings, and organizations. The course begins with a focus on small groups and leads to a focus on organizations and communities. Specific goals for students include:

1. To demonstrate knowledge of change processes and examine dynamics in order to promote, restore, maintain, or enhance optimal functioning in service delivery to group and community clients (Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities).

2. To recognize the historical development of social work with groups and communities, and their contributions in developing effective policies for individuals and families (Competency 5: Engage in Policy Practice).

3. To apply theories and intervention skills in social work practice with groups, communities, and within organizations (Competency 8: Intervene with Individuals, Families, Organizations, and Communities).

4. To employ engagement strategies to implement change in organizations or communities in order to diminish oppression, better meet human needs, and support the development of human capacities (Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities).

5. To distinguish social work values and ethical principles that support sound professional practice with groups, communities, and within organizational life (Competency 1: Demonstrate Ethical and Professional Behavior).

6. To examine the benefits of using a strengths perspective in assessing, evaluating, and fostering change in groups, communities, and organizations (Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice).
7. To appraise ethnic, cultural, class, and gender issues and articulate the impact these aspects of diversity have on professional social work practice (Competency 2: Engage Diversity and Difference in Practice).

8. To use research evidence in practice decision making and use practice experience as a basis of systematic investigation (Competency 4: Engage in Practice-informed Research and Research-informed Practice).

**Course Structure**
Canvas is the learning management tool we use for this course. The course is online and has both synchronous and asynchronous components. It is organized by modules and each module indicates whether the session is synchronous or asynchronous. The overall course navigation:

<table>
<thead>
<tr>
<th>Course Navigation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Page</strong></td>
<td>Regular class announcements regarding assignments, overall class progress or messages and information and reminders about upcoming events or assignments.</td>
</tr>
<tr>
<td><strong>Syllabus</strong></td>
<td>The syllabus, course schedule and other key class documents are located here. Descriptions of assignments and delineation of grade percentages are included.</td>
</tr>
<tr>
<td><strong>Modules</strong></td>
<td>This area contains the weekly Modules. The majority of course content, activities, assignments and participation is located in this area. See below for structure</td>
</tr>
<tr>
<td><strong>Discussions</strong></td>
<td>All discussion boards listed in the syllabus along with a “water cooler” discussion board for general questions.</td>
</tr>
<tr>
<td><strong>Announcements</strong></td>
<td>Announcements about course information and recordings of Zoom sessions</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>Brief descriptions of all assignments, along with rubrics are included. All papers will be submitted in the grade section.</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td>Contact information for the instructor and for students in the course</td>
</tr>
</tbody>
</table>

**Module Structure**

| Lecture            | The primary lecture(s) or media and key concepts. |
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<table>
<thead>
<tr>
<th>Resources (or Review)</th>
<th>Assigned readings or media for review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Every module will have a participation component. This could take the shape of a discussion forum, wiki, blog, collaborate event etc.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Activities and assignments related to Module.</td>
</tr>
</tbody>
</table>

## Required texts


**Andrea Dyrness (2011).** Mothers United: an immigrant’s struggle for socially just education. University of Minnesota Press, Minneapolis, MN. This is an e-book located in your class Bb site. *(YOU DO NOT NEED TO BUY THIS)*

Articles listed are all included in the Course Information section under Library Reserve.

## Recommended texts


## Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics Covered</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Week of 5/20</td>
<td>* Course outline/Introduction to</td>
<td>* Diefenbeck, C. Klemm, P. &amp; Hayes, E. (2014). Emergence of Yalom’s Therapeutic Factors in a Peer-led, Asynchronous, Online Support Group for</td>
</tr>
<tr>
<td>Week</td>
<td>Assignment</td>
<td>Readings</td>
<td></td>
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<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Netting, Kettner &amp; McMurtry: Ch 1 – 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Shulman: Ch 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Mother’s United – EBOOK – pp xi-48</td>
<td></td>
</tr>
<tr>
<td>Three Group 1</td>
<td>* Group work: The work phase.</td>
<td>Shulman: Ch. 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shulman: Ch. 12</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Group</td>
<td>Topic</td>
<td>Reading/Notes</td>
</tr>
<tr>
<td>------</td>
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<td>---------------</td>
</tr>
</tbody>
</table>
| Four | Week of 6/10 | * Group work: Overcoming obstacles  
* Group work: Termination | Shulman: Ch. 13  
Shulman: Ch. 14  
| Five Group 2 | Week of 6/17 | Client needs and organizational problems  
Increasing the effectiveness of organizations | Netting, Kettner & McMurtry: Ch 7, 8  
Netting, Kettner & McMurtry: Ch 9  
Evidence-based practice in the social services: Implications for organizational change. Administration in Social Work 30(3), 75-104.  
| Six Group 3 | Week of 6/24 | Dilemmas confronting human service administrators. Changing macro systems  
The intersection of the organization and the community with particular attention to rural communities  
Netting, Kettner & McMurtry: Ch 10  
*Mother’s United – EBOOK – pp 161-223  
|---|---|---|
| Seven Group 4 | Week of 7/1 | * The community as a focus for change  
* Assessment in community practice  
Netting, Kettner & McMurtry: Ch 6  
| Eight | Week of 7/8  
Zoom 7/10 7:30-8:30pm | * Strategies in community practice: Coalition building, use of the media, lobbying efforts  
*Tactics mean doing what you can with  
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**What you have.**  
*Saul Alinsky*

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**Grades**

Grades are broken down as follows. See schedule for due dates. A rubric for each item is included in the Course information section.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Components</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNITY/ORGANIZATIONAL IDEAS</td>
<td>Submit a one page document where you write out some of your ideas for a change project in an organization or community.</td>
<td>Non</td>
<td>Week 1</td>
</tr>
<tr>
<td>COMMUNITY/ORGANIZATIONAL PROPOSAL</td>
<td>A short, 2-3 page, paper/proposal outlining the community or organizational issue/problem you intend to address.</td>
<td>10</td>
<td>Week 3</td>
</tr>
<tr>
<td>GROUP ASSESSMENT PAPER</td>
<td>A detailed analysis of a group that you are either currently leading or have observed. <em>(or otherwise negotiated with course instructor)</em></td>
<td>30</td>
<td>Week 6</td>
</tr>
<tr>
<td>DISCUSSION BOARDS</td>
<td>Discussion boards are connected with 4 Modules in which students will respond to questions reflecting the readings and course material. Discussion boards require both original posts and comments on other student posts. Rubric for posts is included in this syllabus.</td>
<td>12</td>
<td>Weeks 1, 2, 4, 8</td>
</tr>
<tr>
<td>COMMUNITY/ORGANIZATION PROJECT AND REPORT</td>
<td>The assignment involves the development and implementation of an intervention in a community or the agency based on an assessment of a recognized problem affecting a client/constituency system. This follow up report on your community organization proposal analyses the project’s effectiveness and implications of the project for generalist practice.</td>
<td>33</td>
<td>Week 8</td>
</tr>
<tr>
<td>CO-FACILITATED GROUP EXERCISE AND DEBRIEFING PAPER</td>
<td>All members of the class will be paired with a colleague to run a co-facilitated simulated group in class. Other members of the class will be group members, with rotating membership. The second half of the class beginning in week three will be used for this exercise. The structure/type of group you run is your choice. Psycho-educational, activity, social skills, social action, support or outdoor education are suggested since most growth or therapy</td>
<td>15</td>
<td>One week after group</td>
</tr>
</tbody>
</table>
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Groups demand ongoing membership in the group. You will be asked at the start of your “session” to state the purpose of the group and “set up” the discussion or activity. After the group session, the class as a whole will debrief and offer oral and written feedback to the co-facilitators. A brief paper, incorporating the feedback will be due in class the week following your co-facilitation.

Total 100

Assignments:
Additional detailed information on each assignment is outlined in an associated document in the course information section labeled “Assignment Descriptions

1. COMMUNITY/ORGANIZATIONAL PROPOSAL:
A short, 2-3 page, paper/proposal outlining the community or organizational issue/problem you intend to address.

2. GROUP ASSESSMENT PAPER:
This assignment is designed to help you focus on the dynamics and change process of groups. If you are currently leading or co-leading a group, please analyze that group. If you are not leading a group, you may attend a number of self-help group meetings (3 or more) and use your observations as the basis for the paper.

3. ORGANIZATION/COMMUNITY PROJECT PROGRESS REPORT
This assignment represents a progress report on your efforts to define and attempt to modify a community or organizational problem. The purpose is to help deepen your understanding of the problem and to analyze the interventions you either attempted or considered.

4. DEBRIEFING PAPER FOLLOWING IN-CLASS GROUP CO-FACILITATION
This brief (3 - 5 pages) paper asks you to evaluate the group that you co-facilitated in class. Please use the feedback you were given by your colleagues as part of your self-evaluation.

5. Discussion Boards
There will be 4 discussion boards connected with 4 different Modules.

General Grading Rubric for Written Paper Assignments:
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<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>94-100 points</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>90-93 points</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>87-89 points</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>84-86 points</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>80-83 points</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>77-79 points</td>
<td></td>
</tr>
<tr>
<td>C/F</td>
<td></td>
</tr>
<tr>
<td>IC Incomplete</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A deep understanding and performance in all content areas. Excellence of written communication in terms of addressing assignment expectations; conceptual clarity; grammar; use of examples and documentation from required course materials (READINGS, lectures, film, etc.); and overall organization, documentation, and presentation of writing.

Approaches excellence in understanding and performance.

Demonstrates sound general understanding and performance. Lacks the precision associated with excellence, but is somewhat above the average expected of graduate students in this content area.

Competent work. Has adequate understanding and performance expected of graduate students in this content area.

Approaches competence but has minor deficits in general understanding and performance in some areas. Performance is slightly below “average” expectations at the graduate level.

Problematic understanding and performance. While the student is not without knowledge in this content area, he/she lacks sufficient range of knowledge in this content area to enable him/her to use the information with an appropriate level of understanding.

Credit/Fail

Student did not complete work.

Note: Any grade below B- is considered unacceptable for graduate work.

Policy on Late Submissions
All papers are due on the scheduled date unless prior arrangements have been made with me at least one week in advance. Without prior approval, one letter grade will be subtracted for each day (or portion thereof) an assignment is overdue.

Class Participation
Weekly participation is required. For discussion and blog postings, the participation will be graded based on the following criteria and values. Review this carefully.

Quality of postings
Below are desired attributes for a posting:
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- Ability to synthesize the main concepts from instructor, course content, external resources and class community.
- Use of proper grammar.
- Ideas are organized, persuasive and elevate the overall dialogue.
- Opinions are substantiated.
- Demonstration of critical or creative thinking.
- Evidence of preparation.

**Quantity of postings**
Per forum, five-seven postings spread out over the duration of the week. Posting 5 times in one sitting is not acceptable. When you contribute over several days, you are more able to synthesize other perspectives and contribute to an evolving discussion. A good rule of thumb is to post early in the week after you have reviewed the related materials and reading. Allow others to respond and then post again after the dialogue has developed.

<table>
<thead>
<tr>
<th></th>
<th>1 Point</th>
<th>2 Point</th>
<th>3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and frequency</td>
<td>Does not post; posts marginally.</td>
<td>Postings are late and random.</td>
<td>Postings are early, frequent and between [4-6] postings.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Grammar has not been checked.</td>
<td>Poor grammar or typos are frequent in postings.</td>
<td>Proper grammar is consistently applied.</td>
</tr>
<tr>
<td>Relevance</td>
<td>Postings have no relevance on the topic or assignment.</td>
<td>Some postings are pertinent to topic and assignment.</td>
<td>Postings are consistently connected to the topic and assignment and reflect student’s preparation.</td>
</tr>
<tr>
<td>Expression &amp; Organization of Ideas</td>
<td>Ideas and or opinions are not organized.</td>
<td>Some postings convey clear ideas and opinions. Other postings are lacking in organization or original expression.</td>
<td>Contributions are clearly articulated; reflect understanding of topic, substantive insights and persuasive logic.</td>
</tr>
<tr>
<td>Building Community</td>
<td>Does not participate in learning community.</td>
<td>Irregularly demonstrates initiative in adding to the dialogue and creating community.</td>
<td>Demonstrates consistent initiative in building community through discussion. Demonstrates ‘listening’ to peers and</td>
</tr>
</tbody>
</table>


Etiquette

- Divergent opinions. Academic debate and differences are embraced in higher education and the forums in this course. Be mindful and respectful of how you articulate a difference or divergent opinion.
- ‘I agree’ statements. Unsubstantiated ‘I agree’ posts will not count to final participation grade without articulated rationale to support opinion.
- Off-topic postings. Discussions occasional veer off-topic. This is normal. These posts will not count and students are asked to stay on-topic.
- Long responses. Grades will be influenced by an ability to demonstrate an understanding of the topic or question and on one’s ability to be concise.

Student to Instructor Communication Expectations

My Schedule
I will be active in the Canvas class area daily. If you post a question for me in a Forum, anticipate a response within 24-hours or sooner. On Saturday, I may not login at a regular time. I do not read posts after seven days.

How to Reach Me
My contact information is as follows:
   Email: Julia.riley@unh.edu
   Phone (if desired): (207) 329-8900 (email is best however)

Technical Requirements and Technical Support
See website listings for current recommendations and requirements related to this course - http://unh.edu/eunh/technical-requirements Technical assistance related to Canvas is available at http://unh.edu/eunh/student-resources

University Disability Accommodations
The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS at (603) 862-2607 or disability.office@unh.edu. If you have received an Accommodation Letter(s) for this course from DSS, please communicate with the instructor privately so that the accommodation(s) can be reviewed by you and the instructor.

Academic Honesty and Plagiarism
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Students are required to abide by the UNH Academic Honesty policy located in the Student Rights, Rules, and Responsibilities Handbook.

As your instructor, I proactively monitor academic integrity through regular use of tools like SafeAssign and a diversified assessment approach. All work submitted to SafeAssign become a part of a UNH proprietary database. This is actively used to identify future intellectual property theft. Plagiarism of any type may be grounds for receiving an “F” in an assignment or an “F” in the overall course. Plagiarism is defined as “the unattributed use of the ideas, evidence, or words of another person, or the conveying the false impression that the arguments and writing in a paper are your own.” (UNH Academic Honesty Policy, 09.3) Incidents are reported to the school dean and may be grounds for further action. If you have questions about proper citation refer to your department’s writing guidelines. You can contact me at any time on this issue. Additional resources are located below:

http://libraryguides.unh.edu/unhmcitingsources
http://www.library.unh.edu/reference/citation.shtml

Note: This syllabus is subject to change. Students will be promptly notified of any changes.