



University of Central Florida
School of Social Work

SOW 5306.0001 - Social Work Practice II: Interventions

Professor: Iradly Roche MSW
Office: HPA1, Room 251
Phone: (407) 823-2114
e-mail : iroche@valenciac.edu
Office Hours: By appointment.

Term: Fall 2009
Class Day: Wednesday 6:30-pm – 9:30 pm
Class Location: HPAI 246

Course Description: Study of selected social work theories, strategies, and techniques for helping people and improving system responsiveness to human needs.

Course Learning Objectives: By the end of the term, students should be able to:

1. Describe micro, mezzo and macro practice.
2. Apply a generalist model of practice to micro, mezzo and macro situations, within given course assignments.
3. Discuss the relationship between "private troubles" and "public issues" and micro, mezzo and macro intervention.
4. Describe the role of the social worker as a provider of preventive, developmental, supportive and remedial services in micro, mezzo and macro practice situations.
5. Demonstrate professional attitudes, behaviors and value orientations associated with ethical social work practice, such as altruism, respect, self-awareness, self-discipline, and accountability, within given course assignments.
6. Utilize knowledge about diversity to effectively work with and on behalf of at-risk and vulnerable populations in given micro, mezzo and macro practice situations.
7. Demonstrate competence in using selected interventions to reduce the stress experienced by clients and to improve their social functioning, specifically procedures, strategies and techniques associated with psychological, sociobehavioral and crisis intervention, within given course assignments.
8. Demonstrate competence in using selected interventions to promote social and economic justice, to empower clients and to improve the ability of systems to provide appropriate and effective services, specifically procedures, strategies and techniques associated with community organizing, community education, internal advocacy and legislative advocacy.
9. Describe selected procedures, strategies and techniques of grant writing to improve the social and economic supports and resources that are available to client systems.
10. Identify ways in which the worker and client system share responsibility for ensuring the effectiveness and appropriateness of micro, mezzo and macro intervention.
11. Demonstrate an ability to improve, within given course assignments, one's own practice, and service delivery in general, by: (a) identifying service inequities (e.g., inhumane or unethical practices related to racism, sexism, classism or ageism; unmet or undermet client needs, etc.) and (b) using micro, mezzo and macro interventions to combat these service inequities, minimize the negative effects of such inequities on client systems, and to maximize the responsiveness of service systems.
12. Apply a planned change process to develop critical thinking skills within course assignments.
13. Describe approaches that are exemplars of evidence-based practice.
14. Demonstrate knowledge of the history of social work methods.

Texts Required:

1. Reader for Social Work Practice, School of Social Work – UCF (available at the bookstore)

Spiegler, Guevremont, James, Long, Tice & Morrison (2008) Thomson/Wadsworth.

Reserve readings, where indicated on the Course Outline and Schedule that follows, are required reading for all students unless identified as optional selections. (Copies of required reserve readings are available at the UCF library circulation desk or via Electronic Reserve.)

LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

Assignments and Grading: Achievement of learning objectives will be measured as follows:

1. **Examination (40 points)**

One examination will be given during the course. The exam may contain multiple choice, matching, short answer and/or essay questions. The exam which covers units 1 and 2 and counts for 40 points of the final grade, will occur during week 7.

2. **Case Assignments (40 points)**

The instructor will assign students to work alone to answer questions about two (2) cases that require application of selected procedures, strategies and techniques of micro and mezzo intervention in working with ethnic minority families. Cases will be provided by the instructor. These assignments will require

students to apply psychosocial intervention in a case on an African-American family and sociobehavioral intervention in a case on a Latino family. Students will be responsible for:

- a. Assessing case material, identifying problem(s) for work, and formulating goals and objectives for change.
- b. Preparing a preliminary contract for work with the client system.
- c. Identifying ethical considerations and worker responsibilities related to the use of interventions.
- d. Discussing intervention strategies and techniques that would be used and why, giving examples of how the strategies and techniques might produce change.
- e. Describing worker activities that should occur during each phase of the problem solving process.
- f. Identifying the macro change implications of the micro and mezzo practice with the client system.
- g. Evaluating anticipated outcomes of the change effort.
- h. Identifying appropriate referrals that could be made during phases of the helping process.
- i. Supporting responses with citations from course readings and lectures.

The case assignments, which are worth 20 points each, focus on all course learning objectives. The psychosocial intervention case is due week 9; the case on sociobehavioral intervention is due during week 13. Additional written guidelines for the case assignments will be furnished by the instructor.

3. **Macro Project Assignment (20 points)**

Students will be assigned by the instructor to four or five small groups (of 4-6 persons) to work collaboratively on making in-class presentations (during weeks 13 and 15) and developing a group packet describing, in summary form, the use of selected macro practice interventions to improve and/or develop resources for a client system/population. Each group must choose as the focus of this assignment a client system or potential client population that is (or will be) served by its field agencies. Then, using selected procedures, strategies, and techniques of a macro practice approach identified by the instructor (either community organization, community education, legislative advocacy or internal advocacy), each group will develop a comprehensive plan for macro-level intervention in response to the need(s) of the selected client system/population. Group packets, due no later than the last day of class, should present a detailed summary of the plan, including any modifications made based on the group's review of its plan in class. Each group's plan for macro-level intervention should include at least a description of:

- a. Tasks involved in planning and conducting the change effort, including identification and analysis of the problem(s) being addressed, target(s) of change, goals and objectives, etc.
- b. Intervention strategy and tactics that would be utilized for conducting the change effort, including anticipated obstacles and resources required.
- c. Ethical issues and worker responsibilities related to the change effort.
- d. Anticipated outcomes of intervention.

Students are encouraged to consult with the instructor for clarification of mutual expectations about this assignment and to obtain resources (e.g., handouts, readings, examples of earlier student presentations) for planning presentations and developing packets. (Group are also encouraged to utilize material on the intervention approaches that are identified as optional readings in weeks 14 and 15; these readings are available from the instructor.) The instructor will provide additional guidelines for this assignment, including a description of the criteria that will be used for evaluating presentations/packets.

A **final course grade** will be based upon the total number of points accumulated by a student on the above evaluations.

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
A	96-100	4.00	C	73-76	2.00
A-	90-95	3.75	C-	70-72	1.75
B+	87-89	3.25	D+	67-69	1.25
B	83-86	3.00	D	63-66	1.00
B-	80-82	2.75	D-	60-62	0.75
C+	77-79	2.25	F	59 or below	0.00

TENTATIVE DUE DATES for ASSIGNMENTS

Exam #1 - week 7 (Oct. 7th) Case #1 - week 9 (Oct. 21st)
 Exam #2 - week 12 (Nov. 11th) Case #2 - week 13 (Nov. 18th)

Macro Project Presentations:
 Week 14 - Community Organization and Community Education (Nov. 25th)
 Week 15 - Legislative Advocacy and Internal Advocacy (Dec. 2nd)

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s), must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes **MUST** meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date.* *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Course Outline and Schedule

Unit 1 - Foundations of Practice (Weeks 1-3)

Unit Learning Objectives

1. Explain the relationship of micro, mezzo and macro intervention to generalist social work practice.
2. Discuss the relationship between "private troubles" and "public issues" and micro, mezzo and macro interventions.

3. Describe macro related worker roles, especially as they relate to promoting social and economic justice for vulnerable and at-risk populations (e.g., people of color, gay men and lesbians, the age, disabled, women, etc.)
4. Describe micro and mezzo roles and activities that support, serve and empower client systems.
5. Examine ethical issues associated with macro, mezzo and micro practice.
6. Describe the major functions of generalist practice, especially as related to interventions that reduce stress and improve social functioning of clients.
7. Discuss shared worker and client system roles and responsibilities for ensuring the effectiveness and appropriateness of micro, mezzo and macro intervention.
8. Delineate criteria for the appropriate selection of an intervention approach.
9. Explain use of an eclectic approach in developing practice competence.
10. Discuss selected client defense mechanisms that may influence intervention.
11. Describe the rationale for selection of interventions emphasized in the course as approaches for providing preventive, developmental, supportive and remedial services to and on behalf of individuals, families, and small groups.

Content

1. Orientation to course.
2. Relationship of micro, mezzo and macro intervention to generalist practice.
3. "Private troubles" and "public issues."
 - a. Social treatment vs. social reform.
 - b. Prevention vs. restoration and rehabilitation.
4. Historical context of social work intervention, particularly as related to the status of vulnerable and at-risk populations.
 - a. Origin of contemporary approaches to helping client systems.
 - b. Development and regulation of (clinical) social work practice.
5. Micro, mezzo and macro roles and activities of practitioners as change agents.
 - a. Worker roles (i.e., caregiver, counselor, activist, teacher, supporter, advocate, etc.)
 - b. Helping modalities: procedures, strategies and techniques for working with and on behalf of individuals, families and groups.
 - c. Problem solving: a review applied to micro, mezzo and macro practice.
 - d. Working effectively with vulnerable and at-risk populations (e.g., ethnic minorities, color, gay and lesbian clients, older adults, children, women. disabled persons, etc).
6. Ethical issues associated with micro, mezzo and macro practice.
7. Generalist practice functions.
 - a. Assessing social work resources.
 - b. Providing resources.
 - c. Obtaining resources.
 - d. Improving and/or developing resources.
8. Shared roles and responsibilities: establishing and then maintaining a collaborative worker and client partnership.
9. Criteria for selection of an intervention approach.
10. Worker competency, eclecticism and ethical practice with diverse clients.
11. Selected defense mechanisms and intervention: adaptive and maladaptive client uses.
 - a. Repression.
 - b. Avoidance.
 - c. Denial.
 - d. Regression.
 - e. Undoing.
 - f. Projection.
 - g. Rationalization.
 - h. Identification.
 - i. Displacement.

- j. Reaction Formation.
 - k. Sublimation.
 - l. Isolation.
 - m. Intellectualization.
 - n. Insulation.
 - o. Fixation.
 - p. Fantasy Formation.
 - q. Distortion.
 - r. Compensation.
12. Relationship of micro and mezzo intervention models and macro activities to competent and ethical generalist social work practice.

Readings

1. Hepworth, Rooney, Rooney, Strom-Gottfried & Larsen, Chapter 3, "An overview of the helping process" in *Direct social work practice: Theory and skills*, pp. 33-53 (reserve).
2. Long, Tice, & Morrison, Chapter 1 "Defining Macro Practice" in *Macro Social Work Practice: A Strengths Perspective*, and Chapter 2, "Promoting a Social Justice and Ideological Outlook," (course text).

Learning Methods

1. Lecture-discussion, group exercises, video presentations.

Unit 2 - Providing and Obtaining Resources: Psychosocial Intervention with Individuals, Families and Small Groups (Weeks 4 and 5)

Unit Learning Objectives

1. Describe psychosocial treatment.
2. Use selected data collection tools, assessment methods and contracting approaches associated with the psychosocial model, in given cases.
3. Apply selected procedures, strategies and techniques of the psychosocial model, in given course assignments.
4. Identify methods for effectively reducing client stress and increasing client efficacy during the intervention phase.
5. Describe cultural, gender and other differences that may affect use of psychosocial interventions with diverse client systems.

Content

1. Psychosocial intervention.
 - a. Knowledge base and orientation of model.
 - b. General strengths and limitations of model.
 - c. Major assumptions and principles of approach.
 - d. Relationship to problem solving steps.
2. Worker activities associated with psychosocial approach.
3. Psychosocial intervention techniques.
 - a. Sustainment.
 - b. Direct influence.
 - c. Ventilation.
 - d. Confrontation.
 - e. Exploration-description.
 - f. Person-situation reflection.
 - g. Pattern-dynamic reflection.

- h. Developmental reflection.
 - i. Environmental work.
4. Application to individuals, families and small groups.
 5. Psychosocial intervention with diverse client populations.

Readings

1. Goldstein, "Psychosocial approach," in *Encyclopedia of social work* (19th Edition), pp. 1948-1954 (reserve).
2. Woods & Hollis, "Sustainment, influence, and ventilation," "Reflective discussion of the person-situation configuration," "Reflective consideration of dynamic and developmental factors," and "Environmental work," in *Casework: A psychosocial therapy*, pp. 131-184 (reserve).

Learning Methods

1. Lecture-discussion.
2. Role plays demonstrating approach.
3. Optional videotapes.

Unit 3 - Providing and Obtaining Resources: Crisis Intervention with Individuals, Families and Small Groups (Weeks 6 through 8)

Unit Learning Objectives

1. Distinguish between an emergency and a crisis.
2. Use selected data collection tools, assessment methods and contracting associated with crisis intervention, in given course assignments.
3. Apply selected procedures, strategies and techniques of crisis intervention, in given case situations.
4. Identify methods for effectively reducing client stress and increasing client efficacy during the intervention phase of crisis work.
5. Discuss crisis intervention with ethnic minority clients, persons with disabilities, gay men and lesbians, women and other at-risk or vulnerable populations.
6. Identify methods for minimizing and dealing with obstacles to crisis resolution.

Content

1. Emergency vs. crisis situations.
 - a. Stress and crisis.
 - b. Characteristics and worker responses.
 - c. Worker and client activities.
 - d. Use of supervision and other resources.
2. Crisis intervention.
 - a. Knowledge base and orientation of crisis work.
 - b. General strengths and limitations of approach.
 - c. Similarities/differences with the psychosocial approach.
 - d. Major assumptions, principles and steps in problem solving process.
 - e. Treatment procedures and strategies.
3. Intervention techniques.
 - a. Psychological support.
 - b. Cognitive restoration.
 - c. Environmental work.
4. Crisis work with vulnerable or at-risk client groups (e.g., people of color, gay men and lesbians, disabled persons, women, etc.)
5. Client system barriers and reactions to change.

Readings

James, *Crisis intervention strategies*, Chapters 1-6 (course text).

Learning Methods

1. Lecture-discussion.
2. Role-plays demonstrating approach.
3. Case examples of crisis interventions.
6. Exam #1 (covers units 1 and 2) scheduled during week 7.

Unit 4 - Providing and Obtaining Resources: Sociobehavioral Intervention with Individuals, Families and Small Groups (Weeks 9 through 12)

Unit Learning Objectives

1. Describe sociobehavioral treatment.
2. Compare and contrast sociobehavioral intervention with crisis intervention and psychosocial treatment.
3. Use selected data collection tools, assessment methods and contracting approaches associated with the sociobehavioral model, in given case situations.
4. Apply selected procedures, strategies and techniques of the sociobehavioral model, in given course assignments.
5. Identify methods for effectively reducing client stress and increasing client efficacy during the intervention phase.
6. Describe cultural, gender and other differences that may affect use of sociobehavioral intervention with diverse client systems.

Content

1. Sociobehavioral intervention.
 - a. Knowledge base and orientation of model.
 - b. General strengths and limitations of model.
 - c. Major assumptions and principles of approach.
 - d. Relationship to problem solving steps, psychosocial intervention and crisis intervention.
2. Worker activities associated with the sociobehavioral approach.
3. Sociobehavioral intervention techniques: an overview.
 - a. Modeling and observational learning procedures.
 - b. Operant and respondent conditioning.
 - c. Environmental work.
4. Selected sociobehavioral intervention techniques.
 - a. Positive reinforcement.
 - b. Negative reinforcement.
 - c. Extinction.
 - d. Differential reinforcement.
 - e. Response shaping.
 - f. Punishment.
 - g. Systematic desensitization.
 - h. Flooding.
 - i. Verbal instructions.
 - j. Behavioral rehearsal.
 - k. Rule making.
 - l. Model presentation.
 - m. Time out.
 - n. Overcorrection.

- o. Token economy.
- 5. Applications to individuals, families, and small groups.
- 6. Sociobehavioral intervention with diverse client populations.

Readings

Spiegler and Guevremont, *Contemporary behavior therapy*, Chapters 1, 3, 5-6, 12-13 (course text).

Learning Methods

- 1. Lecture-discussion.
- 2. Role plays demonstrating approach.
- 5. Case assignment #1 on psychosocial intervention with an African-American family due week 9.

Week 10, SPRING BREAK – NO CLASS

Unit 5 - Improving and/or Developing Resources: Grant Writing (Week 12)

- 1. Discuss grant writing as a strategy for effecting organizational change and increasing social and economic resources available to clients.
- 2. Identify types of proposals (i.e., training, research, program, etc).
- 3. Identify the essential components of a grant proposal.
- 4. Describe the major steps in grant preparation.

Content

- 1. Grant writing as a strategy for improving delivery system and client system resources.
- 2. Types of proposals: training, research, program, planning, etc.
- 3. Essential components of a proposal.
- 4. Steps in grant preparation.
- 5. Identifying viable funding sources.

Reading

Long, Tice & Morrison, Chapter 2, "Adopting a strengths perspective in Macro Practice," and Chapter 3, "Consideration for the Practitioner," (course text).

Learning Methods

- 1. Lecture-discussion.
- 2. Presentation on grant writing by guest speaker(s).
- 3. Case assignment #2 on sociobehavioral intervention with a Latino family due week 13.

Unit 6 - Improving and/or Developing Resources: Community Organizing and Community Education (Week 13)

Unit Learning Objectives

- 1. Define community organizing and community education as approaches for improving and/or developing resources.
- 2. Compare three (3) models of community organizing (i.e., locality development, social planning and social action).
- 3. Describe the role of the worker in effecting change through community organization and community education.
- 4. Discuss community organizing as a strategy for empowering oppressed groups.
- 5. Describe selected technical skills of community education (e.g., use of the media, flyers, newsletters, public hearings, posters, press releases, etc.)

6. Discuss the relationship between community education and community organizing.

Content

1. Community organizing and community education defined.
2. Models of community organizing: locality development, social planning and social action.
3. Organizing as a tool for empowering oppressed groups.
4. Technical skills of community education.
 - a. Use of media (e.g., press releases, coverage, etc.)
 - b. Flyers, newsletters, letters, etc.
 - c. Public hearings.
5. Relationship of community education to community organizing.
6. Role of the worker as a change agent using community organizing and community educational techniques.

Readings

1. Kahn, Community organization in *Encyclopedia of social work* (19th Edition), pp. 569-576 (in library).
2. Long, Tice & Morrison, Chapter 5, "Enriching Organizational Life," (course text).

Learning Methods

1. Lecture-discussion.
2. Presentations on community organizing and community education by macro project groups.

Unit 7 - Improving and/or Developing Resources: Legislative Advocacy and Internal Advocacy (Week 15)

Unit Learning Objectives

1. Define legislative advocacy and internal advocacy.
2. Describe legislative advocacy and internal advocacy as methods of effective macro change.
3. Identify selected technical skills of legislative advocacy (e.g., litigation, public and consumer education, monitoring and enforcement, etc.)
4. Identify reasons for attempting internal advocacy.
5. Describe internal advocacy approaches.
6. Identify selected considerations for workers involved in internal advocacy (i.e., bureaucratic constraints/rules, external influences, dismissal, burn-out, co-optation, professionalism, etc).
7. Describe the limitations and potential of legislative and internal advocacy.

Content

1. Legislative advocacy and internal advocacy defined.
2. Legislative and internal advocacy as methods for effective macro change.
3. Technical skills of legislative advocacy.
4. Rationale for and methods of internal advocacy.
5. Considerations related to internal advocacy.

Readings

Long, Tice & Morrison, Chapter 6, "Developing Community Resources and Capacities," and Chapter 7, "Accentuating Strengths in Policy Practice and Political Persuasion," (course text)

Learning Methods

1. Lecture - discussion.
2. Presentations on legislative advocacy and internal advocacy by macro project groups.

Selected References

- Anderson, J., & Carter, R.W. (Eds.) (2003). *Diversity Perspectives for Social Work Practice*. Boston: Allyn and Bacon.
- Brueggemann, W.G. (2006). *The Practice of Macro Social Work*. (3rd ed.). Belmont, CA: Brooks/Cole.
- Delgado, M., Jones, K. & Rohani, M. (2005). *Social Work Practice with Refugee and Immigrant Youth in the United States*. Boston, MA: Allyn and Bacon.
- Goldstein, E.G. (1995). Psychosocial approach. In *Encyclopedia of social work* (19th Edition). Washington, D.C.: NASW Press.
- Guadalupe, K. L. & Lum, D. (Eds.) (2005). *Multidimensional Contextual Practice: Diversity and Transcendence*. Belmont, CA: Thomson Brooks/Cole.
- Hillarski, C. & Wodarski, J.S. (2001). The effective social worker. *Journal of Human Behavior in the Social Environment*, 4(1), 19-39.
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