I. Course Description

Social work is often described as an "organizational profession" because practitioners do most of their work in formal agency settings. The vast majority of social workers in social service organizations carry at least five distinguishable roles. Traditionally, the three most commonly defined roles have been practitioner or helper, professional in a formal agency position, and bureaucrat who must negotiate between the requirements of organizational life, the client's needs and the ethics of the profession. Additional practitioner roles are emerging with the growing complexity of the human service system.

Many social work leaders argue that one of the principal functions of social workers is to advocate for their clients in their complex and frustrating dealings with large bureaucracies, as well as the broad range of fragmented and specialized services that typify many human services. This requires knowledge of organizational behavior and the policies that regulate every organization.

Social workers contribute to and participate in the management of social services, representing the agency in action to the client. The role of the social worker as manager and leader has grown in importance as the membership of social services settings becomes more diverse and individual jobs become more specialized. Issues of control, coordination, collaboration, direction, planning and policy analysis have become more critical as social workers search for alternative ways of organizing and structuring organizations in response to consumer need and regulatory conditions.
This course focuses on the development of macro practice skills for social workers whose primary assignments are clinical. The purpose of this course is to prepare students to work more effectively within complex political, organizational and community social service settings. It seeks to educate and develop informed practitioners capable of successful practice in organizational and policy contexts.

The course is designed to help students understand and analyze the policy context of practice and to review organizational and administrative theory, as well as examine their practical implications for social service delivery systems and social work practice within them. Several methods of systematic observation are compared. Organizations are described and analyzed within their policy sector and inter-organizational network in order to help students appreciate the constraints and forces within which the organization must adapt. This perspective is applied to the analysis of social service organizations, understanding the organizational characteristics that affect the delivery and design of services.

The course employs a general systems approach as a framework for learning about policies, organizations, problem solving and change. Issues pertaining to adequacy, equity, access, and the direction of social services are considered in defining practitioner’s roles and strategies. Basic value choices and ethical considerations involved with assuming leadership and managerial positions in agencies are identified. The course addresses issues of social and organizational accountability, program development, organization on behalf of clients and professionals, and the ethics of policy and administrative practice. It focuses on preparing social workers for innovative, effective and integrated social work practice in diverse, complex, and urban environments.

II. Course Objectives

The objectives of this course are directed at equipping students to:

1. Identify the structure and legislation for social welfare services and institutions at the local, state and national levels as well as legal mandates and structure of institutions at the international level.

2. Advance their knowledge of policy and administration as methods of practice in social work settings, and to be able to select appropriate strategies for promoting and implementing change.

3. Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.

4. Demonstrate a capacity to inquire about and assess the way organizations and policies hinder or promote client access to culturally relevant services.
5. Demonstrate beginning practice skills in the multidimensional roles of astute social work professionals in organizational and policy practice including:
   a. leadership development
   b. personnel supervision and management
   c. ethical decision making
   d. professional behavior

6. Establish an awareness, familiarity, and analytic perspective with regard to the following constructs:
   a. community
   b. administration
   c. clients; service needs; access and accountability
   d. program development
   e. structural disadvantage
   f. power, negotiation, use of influence

7. Demonstrate knowledge and skills for organizational collaboration:
   a. team building, service integration, and collaboration
   b. problem solving
   c. task groups

8. Demonstrate capacity to analyze social welfare policy as it affects organizations, clients, and resources.

III. Course Format
A combination of lecture, class discussion, and experiential exercises will be used in class. These exercises may include the use of videotapes, role-play, debates, or structured small group exercises. Material from the Community Immersion program as well as the student's field placement will be used to illustrate class content and to provide integration between class and field. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice. Attendance will be taken at each class.

The online teaching and learning environment provided by the University's Blackboard Academic Suite will support and facilitate student to student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is: https://blackboard.usc.edu/

IV. Course Assignments
Assignment #1
Assignment #1 is a written analysis of the community in which the student’s agency is located or the community to which the student was assigned for the Community Immersion, demonstrating an understanding of theories and models related to community assessment included in course readings and class discussion with a special emphasis on the challenging issue of homelessness.
Guidelines for the assessment will be presented in writing in a document separate from the syllabus. The assignment relates to course objectives # 6 & 7. Assignment #1 will constitute 25% of the total course grade.

**Due Date: At the beginning of the 6th class session.**

**Assignment #2**
Assignment #2 is a classroom debate on one of several social welfare policies included in the national election campaign debate. A brief written policy fact sheet supporting the student’s position for the debate will be submitted the day of the debate. The assignment relates to course objectives # 1, 3, 4, & 8. Assignment #2 will constitute 15% of the total course grade.

**Due Date: Any time between class session 7 and class session 10 as decided by the course instructor.**

**Assignment #3**
Assignment #3 is a research based paper in which the students will analyze the field agency in which they are placed or another agency as determined with the instructor, including the agency’s response to the issue of client homelessness or risk of homelessness and identification of primary policies that impact service delivery in the agency. The paper will additionally identify a service or organizational need within the agency. This assignment relates to course objectives 5, 6, and 7. Assignment #3 will constitute 25% of the total course grade.

**Due Date: At the beginning of the 10th class session.**

**Final Paper**
The final assignment is a research based paper in which a response to the service or organizational need identified in assignment #3 will be designed. This assignment relates to course objectives 4 through 7. The final paper will constitute 25% of the total course grade.

**Due Date: Noon, Wednesday, 12/10/08.**

**Note:** Additional details for each of the above assignments will be disseminated via blackboard as well as discussed in class.

**Class Participation,** including participation in class and blackboard-based virtual discussions, will constitute **10% of the total course grade.**

Students are encouraged to attend the **NASW Lobby Days** in Sacramento on March 9-10, 2008 but no extra credit will be provided for student participation.

- Assignment #1 (Community Analysis) 25 points
- Assignment #2 (Classroom Debate) 15 points
- Assignment #3 (Field Agency Analysis – Part I) 25 points
- Final Paper (Field Agency Analysis – Part II) 25 points
- Class Participation 10 points

**Total: 100 points**
**In-Class Participation / Reading**

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material.

Students are further expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in reduction of grades.

**V. Course Grading**

Course grades will be based on the following letter grades:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>3.85 – 4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.87</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.50</td>
<td>C+</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
</tr>
<tr>
<td>1.89 and below</td>
<td>C-</td>
</tr>
</tbody>
</table>

The above-mentioned letter grades correspond to the following points (or percentages):

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
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<tr>
<td>80 – 82</td>
<td>B-</td>
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<tr>
<td>77 – 79</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
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</tbody>
</table>

Final grades for the course will be determined on the basis of points earned on each assignment and on class participation.

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

**Grades of ‘A’ or ‘A-’** are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
A grade of ‘B+’ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.

A grade of ‘B’ will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of ‘B-’ will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of ‘C’ would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between ‘C-’ and ‘F’ will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

VI. Course Textbooks and Other Resources

Required Textbooks


There is no course reader for SOWK 534. There will, however, be additional readings that are identified in the course outline for individual class sessions. Most readings will be posted on ARES. Students may access ARES at http://usc.ares.atlas-sys.com/. Readings will be posted under instructor Esther Gillies; the password allowing access to ARES is “SW534.” Readings not posted on ARES can be located at the websites identified in the course outline. The instructor may assign additional readings during the semester in response to student interest and/or the emergence of policy or program issues in the news.

Recommended Guidebook for APA Style Formatting

Recommended Websites
* National Associate of Social Workers: http://www.naswdc.org
* Influencing State Policy: http://www.statepolicy.org/
VII. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact students’ ability to achieve course objectives which could affect their course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus, pg. 86 and to the USC School of Social Work Student Handbook, pp. 12-14 for further details.

VIII. Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. Emergency Response Information

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311
For additional university information, please call (213) 740-9233
Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus

- MRF
- Lot B
- SWC
- Lot B
- WPH
- McCarthy Quad
- VKC
- McCarthy Quad
City Center       Front of the building (12th & Olive)
Orange County Campus       Faculty Parking Lot
Skirball Campus       Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

X. Complaints
If students have a complaint or concern about the course or the instructor, they need to discuss it first with the instructor. If the students feel they can’t discuss it with the instructor, they need to contact the chair of the policy sequence. If the students don’t receive a satisfactory response or solution, they may contact their advisor and/or the Associate Dean for Student Affairs for further guidance.
Tips for Maximizing Student Learning Experience in this Course

✓ Complete required readings and assignments BEFORE coming to class.
✓ BEFORE coming to class, review the materials from the previous session AND the current session, AND scan the topics to be covered in the next session.
✓ Come to class prepared to ask any questions you might have.
✓ Participate in class discussions and/or in blackboard-based virtual discussions.
✓ AFTER you leave class, review the materials assigned for that session again, along your notes from that session.
✓ If you don't understand something, ask questions!! Ask questions in class, during office hours, and/or through email!
✓ Keep up with the assigned readings.
× Don’t procrastinate or postpone working on assignments.
## Course Overview

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Evolution of Social Welfare Policy and Macro Practice in Social Services</td>
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<tr>
<td>2</td>
<td>Social Policy and Organizational Development: Historical Perspective Part –I</td>
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</tr>
<tr>
<td>3</td>
<td>Social Policy and Organizational Development: Historical Perspective Part –II</td>
<td></td>
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<tr>
<td>4</td>
<td>Communities as Arenas of Change and Service Integration</td>
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<tr>
<td>5</td>
<td>Macro Change – Planning Change and Developing Intervention Strategies</td>
<td></td>
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<tr>
<td>6</td>
<td>Organizational Structure and Personnel Management – Theories and Practice</td>
<td>Assignment #1 Due!</td>
</tr>
<tr>
<td>7</td>
<td>Impact of Education Policies</td>
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<tr>
<td>8</td>
<td>Impact of Income Maintenance Programs</td>
<td></td>
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<tr>
<td>9</td>
<td>Impact of Health Policy</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Impact of Mental Health Systems</td>
<td>Assignment #3 Due!</td>
</tr>
<tr>
<td>11</td>
<td>Impact, Strengths and Limitations of the Child Welfare System</td>
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<tr>
<td>12</td>
<td>Challenges Presented within and by the Criminal Justice System</td>
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<td>13</td>
<td>Implementing and Monitoring Organizational Changes – Ensuring Access to Service for Diverse Populations</td>
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<td>14</td>
<td>The Global Community: International Social Welfare Issues</td>
<td></td>
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<tr>
<td>15</td>
<td>Ethical Issues for Practitioners in Organizations</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment # 2 Due any week from Session 7 through Session 10!**  
**Final Project Paper Due on December 10 by 12 noon!**

Disclaimer: Class session topics are likely to be changed at the discretion of the instructor.
Course Topics and Assignments

I:  INTRODUCTION TO MACRO PRACTICE: VALUES AND SIGNIFICANCE

Session 1  8/26/2008

Topic:
  ▶ Evolution of Social welfare Policy and Macro Practice in Social Services

Required Readings:
  □ Netting et. al.
    Chapter 1: An Introduction to Macro Practice in Social work

  □ Karger & Stoesz.
    Chapter 1: Social Policy and the American Welfare State


Recommended Readings:


This class session will address:
The first half of objective #2. Students will advance their knowledge of policy and administration as methods of practice in social work settings.

II:  SOCIAL WELFARE POLICY: IMPACT ON COMMUNITIES, SERVICE ORGANIZATIONS AND DISINFRANCISED POPULATIONS

Session 2  9/2/2008

Topic:
  ▶ Social Policy and Organizational Development: Historical Perspective Part I
Required Readings:

- Netting et. al. Chapter 2: The Historical Roots of Macro Practice


Recommended Readings:


This class session will address:
Course Objective #3 - Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.

Session 3 9/9/2008

Topic:
- Social Policy and Organizational Development: Historical Perspective – Part II

Required Readings:

- Karger & Stoesz. Chapter 4: Discrimination in American Society

  Chapter 14: Policy Perspectives: Past, Present, and Future


Recommended Readings:

This class session will address:

Course Objective #3 - Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.

III: UNDERSTANDING COMMUNITIES: PROBLEMS, POPULATIONS AND THE PROCESS OF CHANGE

Session 4  9/16/2008

Topic:
- Communities as Arenas of Change and Service Integration

Required Readings:

- Netting et. al.  
  Chapter 5: Understanding Communities  
  Chapter 6: Assessing Communities


  (http://www.cwla.org/voice/0703parentingrich.htm)

  Child Welfare League of America. 16(3)  
  (http://www.cwla.org/voice/0705parentingrich.htm)

Recommended Readings:


This class session will address:

Course Objective #6: Establish an awareness, familiarity, and analytic perspective with regard to the following constructs: a) community; b) clients; service needs; access and accountability; c) structural disadvantage; d) power, negotiation, use of influence
Course Objective #7: Demonstrate knowledge and skills for organizational collaboration including a) team building, service integration, and collaboration; b) problem solving; c) task groups

**Session 5** 9/23/2008

**Topic:**
- Macro Change - Planning Change and Developing Intervention Strategies

**Required Readings:**
- Netting et. al.
  Chapter 3: Understanding Community and Organizational Problems
  Chapter 9: Building Support for the Proposed Change
  Chapter 10: Selecting Appropriate Strategies and Tactics

  Chapter 2: Using Micro Skills in the Macro Environment

**Recommended Readings:**

  Defining the Problem: The Scope and Causes of DMC pp. 17–30
  Efforts to Reduce Racial Disparities – Overview pp. 30-52
  Case studies
    Cook County, Illinois pp. 33-39
    Sacramento, California pp. 39 – 46
    Santa Cruz, California pp. 46 – 52
  Chapter 5 – Lessons Learned pp. 65 – 70
  [http://www.aecf.org/upload/PublicationFiles/reducing%20racial%20disparities.pdf](http://www.aecf.org/upload/PublicationFiles/reducing%20racial%20disparities.pdf)

  [http://www.thegreenbook.info/documents/GB_newsletter_1.pdf](http://www.thegreenbook.info/documents/GB_newsletter_1.pdf)
This class session addresses:

**Course Objective #6:** Establish an awareness, familiarity, and analytic perspective with regard to the following constructs:

a) community
b) clients; service needs; access and accountability
c) program development
d) structural disadvantage
e) power, negotiation, use of influence

**Course objective #7:** Demonstrate knowledge and skills for organizational collaboration:

a) team building, service integration, and collaboration
b) problem solving
c) task groups

IV: ASSESSING HUMAN SERVICE ORGANIZATIONS WITHIN THE CONTEXT OF COMMUNITY AND THE INFLUENCE OF POLICY

**Session 6**  
**9/30/2008**

✎ Assignment #1 due in class!

**Topic:**

- Organizational structure and Personnel Management – Theories and Practice

**Required Readings:**

✎ Netting et. al.

- Chapter 7: Understanding Organizations
- Chapter 8: Analyzing Human Service Organizations


- Chapter 6: The Work Environment


- Chapter 5: Ethical Conflicts: The System and the Interests of Others
Recommended Readings:


📖 Karger & Stoesz
  Chapter 6: The Voluntary Sector Today
  Chapter 7: Privatization and Human Service Corporations


This class session will address:

Course Objective #1: Identify the structure and legislation for social welfare services and institutions.

Course Objective #3: Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.

Course Objective #4: Demonstrate a capacity to inquire about and assess the way organizations and policies hinder or promote client access to culturally relevant services.

Course Objective #8: Demonstrate capacity to analyze social welfare policy as it affects organizations, clients, and resources.

V: SOCIAL WELFARE POLICY: IMPACT ON COMMUNITIES, SERVICE ORGANIZATIONS AND DISINFRANCHED POPULATIONS

📝 Assignment #2 due any week from Session 7 through Session 10!

Session 7 10/7/2008

Topic:

- Impact of Education Policies

Required Readings:

  Chapter 11: Children as Students, pp. 354 – 364

This class session will address:
Course Objective #1 – Identify the structure and legislation for social welfare services and institutions.
Course Objective #2 – Students will advance their knowledge of policy and administration as methods of practice in social work settings, and to be able to select appropriate strategies for promoting and implementing change.
Course Objective #3 – Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.

Session 8 10/14/2008

Topic:
- Impact of Income Maintenance Programs

Required Readings:
- Karger & Stoesz
  - Chapter 10: Social insurance Programs.
  - Chapter 11: Public Assistance Programs
  - Chapter 16: Housing Policies
  - “Jobs and Income”
  - “Sprawl and Economic Success”
  - “Consumer Goods and Standard of Living”
  - “Groceries: The Poor Pay More”
  - “Financial Services: The Rise of Fringe Banking”
  - “Suburban Over-consumption”
  (http://lahealthaction.org/library/SHAME_OF_THE_CITY.pdf)
Recommended Readings:


This class session will address:

Course Objective #1 – Identify the structure and legislation for social welfare services and institutions.

Course Objective #2 – Students will advance their knowledge of policy and administration as methods of practice in social work settings, and to be able to select appropriate strategies for promoting and implementing change.

Course Objective #3 – Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.

**Session 9**  
**10/21/2008**

**Topic:**
- Impact of Health Policy

**Required Readings:**

- Karger & Stoesz  
  Chapter 12: The American Health Care System

  Chapter 3: The Costs of Economic Segregation and Sprawl pp. 66-75  
  “Health”  
  “Access to Health Care”  
  “The Physical Environment”  
  “Social Integration and Lifestyles”  
  “Suburban Health”


Recommended Readings:


This class session will address:

Objective #1: Identify the structure and legislation for social welfare services and institutions.
Objective #2: Students will advance their knowledge of policy and administration as methods of practice in social work settings, and to be able to select appropriate strategies for promoting and implementing change.
Objective #3: Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.
Objective #4: Demonstrate a capacity to inquire about and assess the way organizations and policies hinder or promote client access to culturally relevant services.
Objective #8: Demonstrate capacity to analyze social welfare policy as it affects organizations, clients, and resources.

Session 10 10/28/2008

Assignment #3 due in class!

Topic:

- Impact of Mental Health Systems

Required Readings:

- Karger & Stoesz
  Chapter 13: Mental Health and Substance Abuse Policy

  Preface: pp. v – ix
  (http://www.huduser.org/Publications/pdf/hsgfirst.pdf)
Recommended Readings:


This class session will address:
Objective #1: Identify the structure and legislation for social welfare services and institutions.
Objective #2: Students will advance their knowledge of policy and administration as methods of practice in social work settings, and to be able to select appropriate strategies for promoting and implementing change.
Objective #3: Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.
Objective #4: Demonstrate a capacity to inquire about and assess the way organizations and policies hinder or promote client access to culturally relevant services.
Objective #8: Demonstrate capacity to analyze social welfare policy as it affects organizations, clients, and resources.

Session 11  11/4/2008

Topic:
- Impact, Strengths and Limitations of the Child Welfare System

Required Readings:


📖 Karger & Stoesz
Chapter 15: Child Welfare Policy


Recommended Readings:


This class session will address:

**Objective #1:** Identify the structure and legislation for social welfare services and institutions

**Objective #2:** Advance student knowledge of policy as a method of practice in social work settings.

**Objective #3:** Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.

**Objective #7:** Demonstrate a beginning level of knowledge and skills for organizational collaboration, team building, service integration, and collaboration.

**Objective #8:** Demonstrate a basic capacity to analyze social welfare policy as it affects organizations, clients, and resources.

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**Session 12**  
**11/11/2008**

**Topic:**

- Challenges presented within and by the Criminal Justice System

**Required Readings:**

- Karger & Stoesz  
  Chapter 14: Criminal Justice

Chapter 3: The Costs of Economic Segregation and Sprawl pp. 82 – 90.
“Crime”
“Social Ties and Crime”
“The Effects on Suburbs”

Recommended Readings:


This class session will address:
*Course Objective #1: Identify the structure and legislation for social welfare services and institutions.*
*Course Objective #3: Interpret institutionalized disadvantage and inequality in the United States and how these inequities shape social policy at every level.*
*Course Objective #8: Demonstrate capacity to analyze social welfare policy as it affects organizations, clients, and resources.*

VI: MANAGING CHANGE IN SOCIAL SERVICE AGENCIES AND COMMUNITIES

Session 13 11/18/2008

Topic:
- Implementing and Monitoring Organizational Changes - Ensuring access to service for diverse populations -

Required Readings:

Netting et. al
Chapter 4: Understanding Populations
Chapter 11. Planning, Implementing, Monitoring, and Evaluating Intervention


Recommended Readings:


ISBN Chapter 5 – Administrative Advocacy and the Management of Change


This class session addresses:

Course Objective #4: Demonstrate a capacity to inquire about and assess the way organizations and policies hinder or promote client access to culturally relevant services

Course Objective #6: Establish an awareness, familiarity, and analytic perspective with regard to the following constructs:

a) community
b) administration
c) clients; service needs; access and accountability
d) program development
e) structural disadvantage
f) power, negotiation, use of influence

Course objective #7: Demonstrate knowledge and skills for organizational collaboration:

a) team building, service integration, and collaboration
b) problem solving
c) task groups

Course objective #8: Demonstrate capacity to analyze social welfare policy as it affects organizations, clients, and resources.

Session 14 11/25/2008


Required Readings:

ISBN Karger & Stoesz

Chapter 18: The American Welfare State in International Perspective

*International Social Work*. 49;679  
(http://isw.sagepub.com/cgi/reprint/49/6/679)

**Recommended Readings:**

management in a global society: Modeling the relationship between diversity, inclusion, 
organizational culture, and employee well-being, job satisfaction and organizational 


Bureau, U.S. Department of Labor.  
(http://www.usdoj.gov/crt/crim/wetf/trafficbrochure.pdf)

**This class session addresses:**

**Course Objective #1:** Identify the structure and legislation for social welfare services and 
institutions at the local, state and national levels as well as legal mandates and structure of 
institutions at the international level.

**Course objective #5:** Demonstrate beginning practice skills in the multidimensional roles of 
astute social work professionals in organizational and policy practice including:

- a. leadership development
- b. ethical decision making
- c. professional behavior

**Course Objective #6:** Establish an awareness, familiarity, and analytic perspective with regard 
to the following constructs:

- c. clients; service needs; access and accountability
- d. program development
- e. structural disadvantage
- f. power, negotiation, use of influence

**Course Objective #7:** Demonstrate knowledge and skills for organizational collaboration:

- a. team building, service integration, and collaboration
- b. problem solving
- c. task groups
Session 15
12/2/2008

Topic:
- Ethical Issues for Practitioners in Organizations

Required Readings:


This class session will involve a review of all of the course objectives and a summary of how the objectives have been achieved.

STUDY HOLIDAYS / NO CLASSES, DECEMBER 6 - 9

WEDNESDAY, DECEMBER 10

📚 Final Paper: Hard Copy Due by 12 noon and Electronic Copy (via ‘turnitin’) Due by 4.59 pm!