

**SCHOOL OF SOCIAL WORK**  
**San Diego State University**

**Social Work 483B**  
**Spring 2008**  
**Room: HH 146**  
**Time: 16:00 – 18:40**  
**Day: Thursday**  
**Schedule #: 36013**

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**Generalist Social Work Practice**

**Purpose:**

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. This course focuses on the knowledge of macro approaches to human problems and its importance for generalist social workers. This course will continue to utilize the Generalist Intervention Model introduced and studied in the other social work practice courses. Macro roles and skills will be emphasized in assessing organization and community problems and in developing program solutions in order to (a) enhance human well-being and alleviate poverty and (b) enhance the social functioning and interactions of individuals, families, groups, organizations and communities. Students will learn to identify and expand capacities in neighborhoods and communities through macro interventions such as advocacy, conflict organizing, consensus organizing, asset mapping, community building, and social capital formation, all in the context of the diverse cultural populations in San Diego. Further, program development and evaluation skills will be addressed through the completion of a grant application project.

**Course Objectives:**

Upon completion of this course students will be able to:

**Knowledge:**

1. Understand macro practice in the context of the Generalist Intervention Model.
2. Understand and contrast various community organizing and community building approaches
3. Analyze the implications of community practice for culture, color, and other aspects of human diversity such as age, gender, disability and sexual orientation.

**Values and Ethics**

1. Value the importance of careful and sensitive data gathering with individuals, families, communities and groups for appropriate assessments and planning
2. Value the importance of respecting strengths inherent in communities
3. Value the effectiveness of problem-solving through macro intervention which respects individuals, families, and communities' self-determination.
4. Understand and implement the Social Work Code of Ethics in community practice.

## **Skills**

1. Integrate knowledge and self-awareness regarding cultural, gender and social diversity in order to establish effective relationships with community members.
2. Build positive relationships between economically disadvantaged clients and external resources.
3. Effectively communicate both orally and in writing.
4. Assess and intervene with communities using methods of intervention including asset mapping and consensus organizing.
5. Plan and evaluate a community-based intervention, based on empirically-based research as demonstrated in a grant proposal.
6. Promote social and economic justice using macro practice methods.
7. Critically appraise evidence for its' validity, impact and applicability.

## **Outcomes:**

1. Critically analyze community practice approaches to solve social problems
2. Demonstrate basic skills of program planning, development and evaluation through the development of a program proposal.

## **Textbooks and required supplemental readings:**

Alinsky, Saul (1971). Rules for Radicals. New York: Vintage Books.

Eichler, M. (2006). Consensus Organizing: Building Communities of Mutual Self-Interest. Thousand Oaks, CA: Sage Publications.

McKnight, John & Kretzmann, John (1997). Building Communities from the Inside Out., Evanston, Illinois: Aetna Publications.

## **Suggested Reading**

Kirst-Ashman, K. & Hull, G.H. (2002). Understanding Generalist Practice. (3rd ed). Pacific Grove, CA: Brookes/Cole.

Brophy, Paul (2001). Guide to Careers in Community Development. Washington, DC: Island Press.

Oldenburg, Ray (2002). Celebrating the Third Place, Inspiring Stories About the "Great Good Places" at the Heart of Our Communities. New York: Marlowe & Company.

## **Course Assignments**

1. Community Organizing Paper: Contrast two models of community organizing (conflict organizing and consensus organizing) regarding an issue that affects immigrants in San Diego (i.e. healthcare, housing, employment, language, etc.) Contrast the two approaches in terms of effectiveness practicality and community receptivity. 6-8 pages, 30% of final grade. **Paper due February 14.**
  
2. Oral presentation: Asset-based analysis: Student will select a specific neighborhood in San Diego (with approval from the instructor) unfamiliar to them which is generally regarded as unattractive, lower in property values, or with poverty-level residents. Using McKnight's model, document all the strengths and assets you find by walking through the community, speaking with residents, and visiting organizations and businesses. Using Oldenburg's model identify one or more "third place". Students will do this assignment in pairs and make a joint oral presentation of 10 to 12 minutes. **Presentations will be made on March 20.** 30% of the final grade.
  
3. Grant Proposal: Students will identify a problem/issue from a client they worked with in 483A fall 2007. Using the macro approach and technological advances, you are to expand this substantive area and address it through the development and evaluation of a community based intervention proposal. Students will identify a possible funding source (public or private) which matches your approach to addressing the issue. The finished proposal should be of a quality considered for submission to the actual funding source. Students will submit a completed proposal to the professor on **May 1**. Proposal is 30% of the final grade.

#### Grading:

Community organizing paper	30%
Oral presentation on asset based analysis	30%
Proposal paper	30%
Attendance and participation	10%

#### Class Expectations

All students are expected to attend every class, be on time, alert, considerate of fellow students and inquisitive. If for any reason you cannot attend a particular class session, please notify the professor through telephone or email as soon as possible prior to the class. Otherwise an unexcused absence will be recorded.

#### Late Assignments

All late assignments will be marked down. If the assignment is handed in at or prior to the following class session, the grade will be reduced by one letter. (A to B, B to C). If the assignment is handed in between 1 and 2 class sessions later, the grade will be reduced 2 full letter grades (A to C, B to D). Any assignments delayed further will be recorded as F.

## Weekly course assignments

- January 24            Conflict organizing
- Concept of power
  - Strategies and tactics
  - Definition of issues
  - Framing results
- Readings:**    Alinsky            pgs. 1-125
- January 31            Evolution of Consensus Organizing
- Mutual self interest
  - Sharing power
  - Perry Hilltop Real Estate Case study
- Readings:**    Alinsky            pgs. 126-conclusion
- February 7            Practice of Consensus Organizing
- External and internal resources
  - Building and bridging social capital
  - Mon Valley case study
  - National demonstration project
- Readings:**    Web search “Consensus Organizing”  
                         Eichler            Intro – Ch.1
- February 14            Asset-based Community Development
- Assets vs. problems
  - Needs assessments
  - Strengths in low income communities
  - Strengths in marginalized residents
- Readings:**    McKnight        Intro – 49  
                         Eichler            Ch.2
- Organizing paper due**
- February 21            Local associations and organizations
- Role of organizations
  - Analyzing capacity of organizations
  - Ability to collaborate
- Readings:**    McKnight        50-109
- February 28            Third Places
- Understanding and defining “Third Place”
  - Identifying and nurturing “Third Places”
  - “Third Places” in San Diego

- Reading: McKnight 110-170  
Eichler Ch. 3, 4
- March 6 Building community within a social service environment
- Tapping agency self-interest
  - Creating new roles for community
  - Building trust between the agency and community
- Readings: McKnight pgs. 209-273  
Eichler Ch. 5, 6, 7
- March 13 Organizing new efforts
- Recruiting volunteers
  - Building leadership
  - Clarifying purpose, structure and action plan
- Web site search: San Diego Foundation  
Mon Valley Initiative
- March 20 **Oral presentations**
- March 27 Introduction to grant writing
- How to prove your value
  - Project purpose
  - Logic and outcome
  - Impact of funds
  - Community support
- Readings from web site: [www.npguides.org](http://www.npguides.org) click on “preliminary proposal”
- April 3 SPRING BREAK NO CLASS
- April 10 Researching grant and grant makers
- Governmental sources
  - Family foundations
  - Community foundations
  - Corporate foundations
- Readings from web site:
1. Annie Casey Foundation <http://aecf.org/>
  2. Qualcomm Foundation [www.qualcomm.com](http://www.qualcomm.com)  
click on “about qualcomm”, then “community involvement”

3. US Department of Housing and Urban Development  
<http://www.hud.gov/> look under “Working with HUD” click on “grants”

April 17

Finalizing the proposal

- Cover sheet
- Needs assessment
- Program goals and objectives
- Methodology
- Budget
- Evaluation

Readings from web site [www.npguides.org](http://www.npguides.org) click on “sample proposals”  
Eichler Ch.8, 9

April 24

Grant makers perspectives

- What grant makers look for
- Improving your grant seeking skills
- Building positive relationships

Readings: Eichler Ch. 10

May 1

Community development and community organizing employment opportunities

- Self assessment quiz
- Entry level jobs
- Pros and Cons

Readings: Eichler Ch. 11, 12

**Proposal Paper Due**

May 8

Using consensus organizing skills throughout your career

- Listening
- Understanding values behind positions highlighting similarities
- Burying ideology

Readings: Eichler Ch. 13, Epilogue

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