

University of Pennsylvania
School of Social Policy and Practice
Fall 2021

Social Work 708: Advanced Social Work Macro Practice I

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Course Purpose

Building on students’ first year learning, this is the first half of a two-semester course focusing on the acquisition of advanced macro practice skills and the further development of a professional self. Macro practice is composed of three interrelated approaches to change: community organization/development, policy and planning, and administration/management. Activities associated with these modes of intervention include: organizing and mobilizing communities, working with coalitions and taskforces, planning and implementing needs/assets assessments, developing programs and policy strategies, advocacy and social action, and managing an organization – its programs, finances, and human resources.

The objectives of the course are to: (1) understand the context of macro practice; (2) community assessment and practice, (3) macro practice in a digital age, (4) human rights, privacy, and inequality.

The course is designed to provide theoretical frameworks for macro practice and guidance in the application to real world experiences. In-class case studies and exercises, students’ fieldwork, and various assignments are used to advance students’ learning. Readings are related to the theories, concepts, and practice skills involved in designing interventions at the mezzo-macro level and in working effectively with organizations. Some class time will be devoted to the discussion of issues raised by students’ experiences in the field – in the context of the theories, concepts, and skills under discussion.

Course Competencies

The table below summarizes the learning objectives for this course in terms of specific macro practice competencies.

EPAS Competency addressed in SW 708	Session Addressed
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2.1.1 Identify as a professional social worker & conduct oneself accordingly	Session #1, 2
2.1.3 Apply critical thinking to inform and communicate professional judgments	Session #3, 4, 5, 8, 9
2.1.4 Engage in diversity & difference in practice	Session #11, 13
2.1.6 Engage in research-informed practice & practice-informed research	Session #6, 7, 10
2.1.9 Respond to contexts that shape practice	Session #6, 12, 13
2.1.10 Engage, assess, intervene, & evaluate with individuals, families, groups, organizations & communities	Session #5

Course Requirements

Students are expected to attend **all** classes, be prepared to discuss assigned readings, and participate fully in class exercises and small work groups. Attendance will be taken at the beginning of each class. Instructors are to be advised in advance of anticipated absences and students are expected to complete alternative assignments.

Statement on Academic Integrity

Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code which can be found at <http://www.upenn.edu/academicintegrity/>.

Electronic Communication

This course uses Canvas (<https://courseweb.library.upenn.edu>). Please check this website frequently as all announcements, assignments, lecture notes, additional readings, etc. will be posted here. In addition to Canvas, email is the primary means of communication. It is important that you check your Penn email account regularly. If you do not use your Penn email address as your primary account, please arrange to have Penn email forwarded to your preferred account.

Required Texts & Materials (Available at the Penn Bookstore).

Royse, D., Thyer, B.A., & Padgett, D. (2016). Program Evaluation: An Introduction to an evidence-based approach. 6th Edition.

*Note: Students are also free to choose the 5th edition, which is widely available online, but not at the Penn bookstore.

Additional required readings (indicated with a # sign throughout the syllabus) will be posted on the Canvas Site at <https://courseweb.library.upenn.edu/>

Podcasts

Throughout the semester listening to podcasts are either required or offered as a supplement to the readings. You can either download the podcast through an app on your smartphone and listen at any time as you are commuting/moving through your day, or you can download via the hyperlink the syllabus and/or on the Canvas site and stream it through your computer.

Supplementary Materials

Many sessions include supplementary materials that are not required readings. These were curated for your use and will likely be of assistance when you are either in your field placement or post-graduation. Students are strongly advised to download these materials and save them! When you are practicing in the field and responding to a RFP they can be quite useful.

Grading Policy and Assignments

Written assignments are due at the beginning of class on the date indicated via hardcopy. Assignments will be evaluated based on their completeness, the quality of the work, the clarity of expression and the use of the literature to support the analysis.

Papers must be typed in 12-point Times New Roman or Arial font, double-spaced with one inch margins, and utilize APA format.

In addition to the classroom work, students are expected to successfully complete a practicum, which is designed to allow the application of theories and the development of advanced practice skills. Students are expected to be at their practicum sixteen hours per week. Students are required to have professional supervision by an MSW supervisor either in the placement setting or through the integrative seminar which is provided by the SP2. Passage of this course requires a satisfactory or better evaluation from the practicum instructor. The practice instructor will monitor progress in the practicum directly or with a field liaison.

Late Assignments-Instructors are free to adopt this policy to suit their own needs as long as the amendments do not conflict with the SP2 handbook which can be found on our website.

Late assignments are strongly discouraged. In case of a dire, life-threatening emergency, a late assignment may be accepted *at the discretion of the instructor*. If permission for late submission is *not granted before breaking a deadline*, the grade will be reduced 10%, and another 10% reduction will occur each day (including weekends) that the assignment is late, starting with the day following the original due date. Please note that technical difficulties are not an acceptable excuse for turning in an assignment late.

References & Writing

APA style, 6th edition should be used for references and writing. The best reference is the *Publication Manual of the American Psychological Association, Sixth Edition (2010)*.

The following web sites provide additional information:

<http://www.apastyle.org/apa-style-help.aspx>

<http://owl.english.purdue.edu/owl/resource/560/02/> (see links on the menu on the left)

http://sww.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf

Discussion of Field Placement Issues

Class discussion of field placement issues will take place on an *as needed* basis. Students should email the instructor & field liaison if/when they have an issue they would like to address in class, and time will be provided in the next available class session to do this. Bringing an issue for discussion to the attention of the instructor & field liaison is strongly encouraged; however, it is not required. The intent of this process is not to deter students from raising issues, rather, to make sure that valuable class time is not set aside when students do not feel they have something of value that they want to discuss with the class.

Final Grade

The Final Grade reflects the extent to which each student has incorporated the knowledge, values and skills of macro practice in her/his assignments and class participation, thereby meeting course objectives. The final course grade is based on the student's performance in both class and field placement. Evaluation of the classroom component of a student's performance is based on the following:

Attendance, class participation, and field placement – 10%

Reading reflections – 10%

Needs Assessment Part I- 40%

Needs Assessment Part II- 40%

ASSIGNMENTS

DUE: 9/23/21

(A) Learning Contract (Ungraded but required)

This agreement is designed to help students in **consultation** with their field instructor conceptualize and evaluate their educational objectives for the academic year. It involves the development, **with your field instructor**, of a learning contract for your field placement. This contract should include:

- Your learning goals for the year in terms of knowledge and skill
- Specified, measurable outcomes for each of these goals

- Identification of specific steps (tasks and/or projects) to be undertaken to ensure that each goal is met (process objectives) and incremental markers by which your progress will be measured.

Student, field instructor and classroom instructor/liaison must review and sign the contract and each should keep a copy. This contract will be used during field visits and at the end of each semester to assess your progress.

(B)_Comprehensive Needs Assessment (40% mid-term; 40% final= 80% total) The capstone assignment for this course is a comprehensive needs assessment of a community, zip code, or population. The assessment is due in two parts and there are two options for the style of assessment.

Option 1: Program Evaluation Approach.

See Royse, Thyer, & Padgett Chapter 3.

Choose either a human service program, zip code, or community you are familiar with and design a needs assessment plan using secondary data (census.gov, American community survey, society for community research and action, etc.), and EITHER an impressionistic approach or a community survey approach. The assignment must contain the following components:

Part 1: (Mid-Term-40% Grade)

DUE: 10/21/21

Purpose Statement & Articulation of the Level of Assessment- Approximately 2-3 pages. What is prompting this assessment? Is there an emerging crisis? A gap in services? The potential for new program development? A change in policy? Social service mismatch? New waiting lists? Changing demographics? Is there a growing problem? A shrinking? If so—how large/small is it? Etc. Clearly articulate the purpose of the assessment, the setting, the auspices of the agency (if you are choosing a human service agency/see the auspice readings from semester 1 as a refresher) and any associated contextual, policy, programmatic, or funding drivers.

Conceptualization of Need- Approximately 1-2 pages. Articulate for the reader how you are conceptualizing and measuring need *according to the Bradshaw (1977) AND Dean (2010) readings*. What type of need are you seeking to measure? Is there a relationship of that need to human rights, the social work code of ethics, or the Universal Declaration of Human Rights? If so, to what degree? KEY: Think carefully about who your critics or supporters may be. Who stands to gain/lose by focusing on this problem, area, or population?

Literature Review- Approximately 3-5 pages. Drawing from (at bare minimum) 5 empirical sources draft a brief literature review about what is known/not known about the population, social problem, or region of interest. Note: the purpose statement should guide the literature review. For example, if your needs assessment seeks to determine if an opioid overdose training program is necessary for a particular school district then your literature review ought to reflect the scale/scope of the opioid crisis among adolescents, the public health risks, and established or emerging intervention models. The purpose of the literature review is to anchor the justification of your assessment in existing literature—or lack thereof.

Part 2: (Final-40% Grade)

DUE: 12/9/21

Secondary Data Source: Based on your purpose statement, level of need, and the literature gather data from at least one secondary source (census, EBP database, ACS, kidscount, etc.) to frame the current state of your problem/program/zip code of interest. **At this point in the assessment you are required to pull relevant data from the dataset to frame your argument/convince your funders, board, etc. that this is a problem worthy of diverting resources/energy towards—or conversely—away.** For example, if you are conducting a needs assessment to demonstrate the need for affordable housing in a particular zip code use the ACS to show the gap between what is needed and what is available. Charts or infographics with brief paragraphs of explanation are highly encouraged.

Data Collection Plan: *Approximately 2-3 pages plus an appendix.* Articulate if you will choose either an impressionistic or survey approach and provide a description of the steps you plan to complete the data collection. Please be sure to describe the pros and cons, estimates of resources in terms of time and staff labor, and a timeline for your plan. For example, if you choose an impressionistic approach who will you interview? Why? On what timeline? **Note: You are NOT required to actually collect data on human subjects.** Rather, you are required to articulate a proposal for doing so as though you were responding to a RFP, your board, a supervisor, taskforce, etc. The appendix ought to include either a draft of a survey (basic- think 1-2 pages), the questions you would include when interviewing a key informant, or the questions you would ask yourself when visiting a community meeting, etc. What will you be looking for and why?

Stakeholders: Approximately 1-2 pages. Who are the stakeholders in this assessment? Who stands to gain or lose? Conversely, who may perceive themselves as gaining or losing regardless of data?

Trade-offs & Limitations: 1 page maximum. What are the trade-offs and/or limitations to the approach you have chosen?

Data Science, IT, Privacy, & Human Rights: Approximately 4-6 pages. You have spent significant time this semester reading and thinking about how the digital landscape is changing with regards to human rights, macro practice, integrated data systems, and surveillance. Drawing on the readings and concepts in Section II of the syllabus (SECTION II: DATA, DECISION-MAKING, & MACRO PRACTICE) please articulate the privacy or ethical concerns with regards to your needs assessment. Your arguments/ideas must be clearly tethered to the readings, relevant empirical data, or our joint speaker sessions.

For example:

Who stands to profit from data associated with the population, zip code, or neighborhood you are interested in? Who stands to lose? What risks are represented? What opportunities exist for you as an agency, director, organizer, or manager? What opportunities exist for your clients or the population of interest? What type of data or information can you see enhancing service delivery for your clients or staff? Are there drawbacks? If so—what are they? How will you mediate that tension? What do your staff need to know? What will/won't they be allowed to have access to on their smartphones? In their email accounts? In their social media presence?

Drawing on the social work code of ethics—how will you as a macro practitioner take steps to make certain you are balancing data-driven decision-making with the client's right to self-determination, privacy, or other items in the code of ethics?

Option 2: Community-Based Participatory Action Approach.

For Guidance See:

Policy Link- Community-Based Participatory Research: A Strategy for Building Healthy Communities and Promoting Health through Policy Change.

Craig, S.L. (2011). Precarious Partnerships: Designing a Community Needs Assessment to Develop a System of Care for Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ) Youths. *Journal of Community Practice*, 19(3), 274-291.

Balaswamy, S., & Dabelko, H.I. (2002). Using a stakeholder participatory model in a community-wide service needs assessment of elderly residents. *Journal of Community Practice*, 10(1), 55-70.

Stringer. Chapter 4. Action Research- Building the Picture

Part 1: (Mid-Term-40% Grade)

DUE: 10/21/21

Choose either a human service program, zip code, or community you are familiar with and design a needs assessment plan using secondary data (census.gov, community

survey, society for community research and action, etc.), and a plan for participatory community-based involvement.

The assignment must contain the following components:

Purpose Statement & Articulation of the Level of Assessment- Approximately 2-3 pages. What is prompting this assessment? Who says a needs assessment necessary? ---You, the community, the government, your agency, etc.? Is there an emerging crisis? A gap in services? The potential for new program development? A change in policy? Social service mismatch? New waiting lists? Changing demographics? Is there a growing problem? A shrinking? If so—how large/small is it? How is it being experienced on the ground? By your staff? Etc. Clearly articulate the purpose of the assessment, the setting, the auspices of the agency (if you are choosing a human service agency/see the auspice readings from semester 1 as a refresher) and any associated contextual, policy, programmatic, or funding drivers.

Stakeholders: Approximately 1-2 pages. Who are the local stakeholders in this issue? To what degree has their input been sought thus far in your agency/region by the “powers that be?” Is it tokenism or legitimate? Based on what? Does your agency or the entity you represent have rapport? If so, to what degree? How do you know?

Conceptualization of Need- Approximately 2-3 pages. Articulate for the reader how you are conceptualizing and measuring need according to *the Bradshaw (1977) AND Dean (2010) readings*. What type of need are you seeking to measure? Is there a relationship of that need to human rights, the social work code of ethics, or the Universal Declaration of Human Rights? If so, to what degree? KEY: Think carefully about how you would work with the community about what THEY perceive their needs to be. Imagine that your needs assessment plan were inadvertently distributed to everyone you seek to reach—to what degree would they consider themselves to be represented?

Literature Review- Approximately 3-5 pages. Drawing from (at bare minimum) 5 empirical sources draft a brief literature review about what is known/not known about the population, social problem, or region of interest. Note: the purpose statement should guide the literature review. For example, if your needs assessment seeks to determine if an opioid overdose training program is necessary for a particular school district then your literature review ought to reflect the scale/scope of the opioid crisis among adolescents, the public health risks, and established or emerging intervention models. The purpose of the literature review is to anchor the justification of your assessment in existing literature—or lack thereof.

Part 2: (Final-40% Grade)

DUE 12/9/21

Two Stakeholder Interviews – (see addendum at the end of the syllabus). Interview two stakeholders about what they feel are the most pressing needs in their community. Summarize their thoughts and place them into conversation with what you have learned in the literature review portion from your mid-term. Do their perceptions entwine with the empirical literature? If so, to what degree? The summary should be approximately 2-3 pages in length. See Stringer chapter 4 for guidance.

Data-Collection Plan-Stakeholder Investment – Approximately 2 pages. What other stakeholders will you need to work with to devise a data collection plan? Were there people, entities, or agencies that your stakeholder interviews alerted you to?

How will you choose who to include/exclude?

What are the drawbacks/potentials of the power dynamics embedded in your choices? (see the readings on power from semester 1 for reference if need be). Note: If this section “feels” lacking that’s likely due to the fact that you are imagining this scenario divorced from the community. In “true” community-based PAR, your partners would be co-creators from the beginning.

Untapped Stakeholders/Unaccounted for Threats (see policy link- particularly sections on asset identification)- Approximately 1-2 pages. Who are the untapped stakeholders that you and your partners have yet to reach?

For Example: Who else needs to be involved? Are there government officials, initiatives, or committees who may be of assistance? Who are they? Why do they matter? Who stands to lose if your stakeholders open a new program? What are the trade-offs?

Unaccounted for Potential Threats—You as a leader may have information about the economic context or community that your population may be unaware of. If so—what are those items? Will you communicate this to your population? If so, how?

For example: if you are designing a new program based on financial capacity building--- think about whether or not there is access to safe financial products or systems in the community and list them. Conversely—Think back to the Lisa Servon Readings--- sometimes community members intentionally use services that we as MSW’s perceive as predatory—to them there may be no choice—OR a very logical reason for using said services. If so, articulate!

Trade-offs & Limitations. (Approximately 2 pages) As social workers, driven by client self-determination, many of you are drawn to the PAR approach. HOWEVER—you are completing a MSW for a reason--- you do bring expertise to the table that may or may not be traded off when choosing a PAR approach to an assessment. Based on the syllabus readings (and drawing on other coursework or literature when necessary)-

What are those trade-offs? What expertise is gained or lost? Make certain to anchor your discussion in existing literature AND/OR codes of ethics.

For example: How may your current or future funders react? What strategies can you employ to mitigate their reaction? How may your current or future community-members react? What strategies can you employ to mitigate their reaction—or involve them in the process?

Data Science, IT, Privacy, & Human Rights: Approximately 4-6 pages. You have spent significant time this semester reading and thinking about how the digital landscape is changing with regards to human rights, macro practice, integrated data systems, and surveillance. Drawing on the readings and concepts in Section II of the syllabus (SECTION II: DATA, DECISION-MAKING, & MACRO PRACTICE) please articulate the privacy or ethical concerns with regards to your needs assessment. Your arguments/ideas must be clearly tethered (read: cited) to the readings, relevant empirical data, or our joint speaker sessions.

For example:

Who stands to profit from data associated with the population, zip code, or neighborhood you are interested in? Who stands to lose? What risks are represented? What opportunities exist for you as an agency, director, organizer, or manager? What opportunities exist for your clients or the population of interest? What type of data or information can you see enhancing service delivery for your clients or staff? Are there drawbacks? If so—what are they? How will you mediate that tension? What do your staff need to know? What will/won't they be allowed to have access to on their smartphones? In their email accounts? In their social media presence?

Drawing on the social work code of ethics—how will you as a macro practitioner take steps to make certain you are balancing data-driven decision-making with the client's right to self-determination, privacy, or other items in the code of ethics?

(C) Reflective Writing on Assigned Reading—these are Pass/Fail. No Letter Grade

Due: 10/7/21 – Field issue
11/11/21 – Article

Two times during the semester, students will be asked to prepare a *reflective free writing assignment* on two topics, one related to their field practicum, and the other related to one of the course readings. “Free writing” is meant to emphasize that you are not being asked to worry about the details of grammar, spelling, capitalization, and sentence structure in what you write, but rather to let ideas flow freely from mind to paper. Unless your handwriting is illegible, you are welcome to submit these assignments hand-written, or typed. You will be graded on the following criteria:

- a) Timely submission

- b) Providing evidence that you read the article(s) you discuss
- c) Demonstrating ability to think critically about the article (this can include pointing out parts you disagreed with, providing an illustration from your field placement or previous work experience which relates to a reading concept, comparing the views of two articles)

SECTION I: THE CONTEXT OF MACRO PRACTICE

Session 1: Introduction to Macro Social Work 9/2/21

Topics:

1. Introductions
2. Clock Mixer
3. Class norms
4. Syllabus review
5. What is Macro Practice?

Session 2: Macro Practice Overview 9/9/21

Topics:

1. Why Macro Practice Matters
2. Definition of macro practice
3. History and theory of macro practice
4. Macro from a strengths perspective

EPAS Standard: 2.1.1

Reisch, M. (2016). Why macro practice matters. *Journal of Social Work Education*, 52(3), 258-268.

McBeath, B. Re-envisioning macro social work practice (2016). *Families in Society*, 97(1), 5-14.

Pray, K.L. M. (1945). *Social Work and Social Action*. Proceedings of the National Conference on Social Welfare.

Session 3: Macro Practice, the State, and the Market 9/16/21

Topics:

1. Understanding the political/policy context of macro practice.
2. Contextual relationship of social work to the welfare state.
3. Relationship of the safety net to policy and the market.

Last Updated 8/20/21

EPAS 2.1.1 & 2.1.9

Servon, L. (2017). *The unbanking of America: How the new middle class survives*. New York, NY: Houghton-Mifflin. Excerpts.

Reisch, M. & Jani, J. (2012). The new politics of social work practice: Understanding to promote change. *British Journal of Social Work*, 4-19.

Podcast- Lisa Servon. Fresh Air. <http://www.npr.org/books/authors/509132060/lisa-servon>

Podcast- The Giant Pool of Money. This American Life.

<https://www.thisamericanlife.org/radio-archives/episode/355/the-giant-pool-of-money>

Session 4: Power & Privilege

9/23/21

LEARNING CONTRACT DUE via email prior to class

Topics:

1. Types of Power
2. Power Frameworks and Theories
3. Organizational Politics

EPAS 2.1.1; 2.1.3; 2.1.4

Chapter: 1 Defining macro practice

Chapter 2: Adopting a strengths perspective in macro practice

Chapter 8: Power and organizational politics

Podcast, Episode 203- Wanted: Social Workers on Capitol Hill.

<http://www.insocialwork.org/reviews.asp?ep=203>

In Social Work Podcast Series. Dr. Linda Plitt Donaldson, Dr. Kristie Holmes, and Dr. Charles E. Lewis Jr. University at Buffalo, School of Social Work.

Session 5: Community Practice

9/30/2021

Topics:

Models of community practice

The context of community practice in the 21st century

Power, authority, empowerment & your role as a macro social work practitioner

Weil, M., Gamble, D.N., & Ohmer, M.L. (2013). Evolution, models, and the changing context of community practice. In Weil, M. (Ed.), *The Handbook of Community Practice* (2nd ed.) (pp. 167-193). Thousand Oaks, CA: SAGE Publications.

Netting, F.E., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2012). *Social Work Macro Practice* (5th ed). Upper Saddle Creek, NY: Pearson Education. Ch 5: Understanding communities.

Weil, M. O., & Gamble, D. (2002). Community practice models for the 21st century. In Roberts, A.R., Greene G.J (Eds.), *Social Workers' Desk Reference* (pp. 525-534). New York: Oxford University Press.

Session 5: Conceptualizing Need

10/7/2021

REFLECTIVE READING #1 DUE via email prior to class

Topics:

The Taxonomy of Need

Needs & Rights

Bradshaw, J.R. The Taxonomy of Social Need. Pages 1-11 only.

Dean, H. Understanding Human Need.

Chapter 2- Inherent Need

Chapter 8- Translating Needs Into Rights

Royse, Thyer, & Padgett, Program Evaluation Chapter 3, Pages 55-58

Session 6 FALL BREAK - NO CLASSES

10/14/2021

Session 7: Community Needs Assessments- Understanding Access, Space, & Place

10/21/2021

MID TERM ASSIGNMENT DUE via email prior to class

Topics:

Spatial Indicators

Structural Constraints

Geographic Constraints

Netting, F.E., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2012). *Social Work Macro Practice* (5th ed). Upper Saddle Creek, NY: Pearson Education.

Ch 3: Understanding community & organizational problems
Ch 6: Assessing communities

CHOOSE ONE OF THE FOLLOWING:

Hillier, A. (2007). Why do social workers need GIS? *Journal of Social Work Education*. 43(2), 205-221

Hillier, A. & Culhane, D. (2013). GIS applications and administrative data to support community change. In Weil, M. (Ed.) *The Handbook of Community Practice* (2nd ed) (pp 827-844). Thousand Oaks, CA: SAGE Publications.

Stoecker, R. (2009). Neighborhood Data Systems: A Best Practice Analysis

**Session 8: Planning a Needs Assessments- Program Evaluation Approach
10/28/21**

Steps in Assessment
Secondary Data Sources
Convergent Approaches

Royse, Thyer, & Padgett, Program Evaluation Chapter 3.

Familiarize yourself with the following: census.gov, american community survey
<http://www.scra27.org/resources/resources-community-psychologists/secondar-data-sources/>

**Session 9: Planning Needs Assessments- Community Based Participatory Approach & Steps in Assessment and Identifying Stakeholders
11/4/21**

Steps in Assessment
Identifying Stakeholders

Policy Link- Community-Based Participatory Research: A Strategy for Building Healthy Communities and Promoting Health through Policy Change

Craig, S.L. (2011). Precarious Partnerships: Designing a Community Needs Assessment to Develop a System of Care for Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ) Youths. *Journal of Community Practice*, 19(3), 274-291.

Balaswamy, S., & Dabelko, H.I. (2002). Using a stakeholder participatory model in a community-wide service needs assessment of elderly residents. *Journal of Community Practice*, 10(1), 55-70.

Session 10: Macro Practice in a Digital Context- The Landscape

11/11/2021

READING REFLECTION #2 DUE via email prior to class

Gillingham, P., & Grahm, T. (2016). Big data in social welfare: The development of a critical perspective on social work's latest "electronic turn." *Australian Social Work*.

Boyd, D., & Crawford, K. (2012). Critical Questions for Big Data. *Information, Communication, & Society*.

O'Neil, C. Weapons of Math Destruction. Introduction & Chapter 1.

Session 11: Evidence-Based Practice & IT Decision-Making in Agency Settings

11/18/21

CLASS WILL NOT MEET IN PERSON THIS WEEK. JOINT LECTURE TO BE HELD. DATE AND TIME OF LECTURE IS **THURSDAY, 11/18/20 from 2:45 – 3:45 p.m.** via TEAMS format. LECTURE WILL BE RECORDED AND STUDENTS CAN VIEW AT ANOTHER TIME. FURTHER DETAILS TO BE ANNOUNCED.

Students are responsible for the following readings for this week, 11/18/20, in preparation for the lecture.

Gambrill, E. (2006). Evidence-Based Practice and Policy: Choices Ahead. *Research on Social Work Practice*.

McNeill, T. (2006). Evidence-based practice in an age of relativism: toward a model for practice. *Social Work*, 51(2), 147-156.

Gillingham, P. (2017). Decision-Making about the adoption of information technology in social welfare agencies: some key considerations. *European Journal of Social Work*.

THANKSGIVING 11/25/21 – No class this week

Session 12: Macro Practice in a Digital Context - Organizing & Inequality: Ethics, Privacy, & Surveillance

12/2/21

Brady, S.R., Young, J. A., & McLeod, D.A. (2015). Utilizing digital advocacy in community organizing: Lessons learned from organizing in virtual spaces to promote worker rights and economic justice. *Journal of Community Practice*, 23(2).

O'Neil, C. Weapons of Math Destruction. Chapter 5 & Chapter 8.

Crawford, K. & Schultz, J. (2014). Big data and due process: Toward a framework to redress predictive privacy harms. *Boston College Law Review*

Session 13: Ethics, Privacy & Surveillance

12/9/21

FINAL ASSIGNMENT DUE via email prior to class

Culhane, D., Fantuzzo, J., Rouse, H.L., Tam, V., Lukens, J. (2010). Connecting the dots: The Promise of integrated data systems for policy analysis and systems reform. *Intelligence for Social Policy*.

Reisch, M., Ife, J., & Weil, M. (2013). Social justice, human rights, values, and community practice. In Weil, M (Ed.), *The Handbook of Community Practice* (2nd ed) (pp. 73-103). Thousand Oaks, CA: SAGE Publications
Ch 4

Option II Addendum: Suggested questions for Student Assessment Projects

For your final assignment please interview **one client or community member and one stakeholder or community member**.

For guidance on approaching your interviews please see the Stringer Chapter 4 Reading, particularly pages 65-79.

Note: You do NOT need to ask your interviewees every single one of these questions. They are designed as prompts and guidance.

For Clients/Community Members

Focus on the individual/family

1. What goals/dreams do you have for yourself and/or your family? (Strengths perspective) Paint a picture for me of what this would look like.
2. What stands in the way or would prevent you/your family from achieving these goals/dreams?
3. Why do you think this is?

Focus on the broader community

4. What goals/dreams do you have for your community? (Strengths perspective). Paint a picture for me of what this would look like.
5. Why? Can you give me an example?
6. What stands in the way or would prevent your community from achieving these goals/dreams?
7. Why do you think this is?

Assets/Empowerment

1. What skills, resources, gifts do you (your family, your community) believe you **have** that would help you achieve these goals/dreams? (Strengths perspective)
2. What skills, resources, gifts do you (your family, your community) do you think you'd **need** to help you achieve these goals/dreams? (similar to #4 above) OR
3. What else what would you like to find out, or do, to be able to better able to address these challenges?

For Staff/Other Stakeholder/Community Leaders

1. What do you think is the greatest challenge(s) or need(s) facing the clients/community you serve? What makes you say this?
2. What is your hope/dream for this community? Paint a picture for me of what this would look like? What makes you say this?
3. What do you think are the main barriers that stand in the way of this community achieving its hopes/dreams? What makes you say this?

4. If your organization had unlimited power to help this community achieve its goals, what would you do? What is standing in the way?
5. What skills, resources, gifts do you and your organization bring to this community and its pursuit of its goals?
6. What skills, resources, gifts do you need?
7. What else would you like to know, find out, or be able to do, to explore these issues further?

Last Updated 8/20/21