

Illinois State University School of Social Work
Fall 2026

SWK 345.001 - Generalist Practice IV: Communities
Sec. 01 Mondays 9:00-11:50
Fairchild 203

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Office Hours: Please email so that we can find a time that works best for you.

CATALOG DESCRIPTION

Social work practice with neighborhoods, communities, and human service agencies; program planning, implementation, and evaluation; advocacy; and grant writing. 3 semester hours.

Prerequisites: SWK 325; SWK 326; SWK 335 or concurrent registration required; majors only or consent of the Director of Student Services.

Surveys historical evolution of social welfare policy and contemporary provision of social welfare services, including the role of values in policy formulation and principles of social and economic justice. Introduces the social work role as change agent in legislative, community, and organizational arenas. Uses social/behavioral knowledge and social work intervention models and applies analytical frameworks for assessing project, program, organization, and policy effectiveness. Develops skills in engaging diverse population groups, identification of need, and designing strategies for change.

LEARNING OBJECTIVES

- I. **INTRODUCTION:** Historical context for the development of social welfare programs in community and organizational practice. Importance of macro practice for clients, profession and agencies. Emphasis on entitlement programs and underserved populations.
- II. **DEVELOPING ANALYTICAL SKILLS:** Introduction of frameworks to analyze populations, arenas, and conditions. Condition and problem identification and analysis in organizations and communities.
- III. **PLANNED CHANGE IN COMMUNITIES AND ORGANIZATIONS:** Understanding of community context and organizational behavior. Role of social workers in preparing for change, developing strategies, and using appropriate tactics that promotes empowerment for individuals and communities.

RELATIONSHIP TO OTHER COURSES

SWK 345 (Generalist Practice IV: Communities) constitutes the fourth course in the BSW practice sequence. It extends the fundamental practice knowledge and skills gained in SWK 325 (Generalist Practice I: Individuals), SWK 326 (Practice Skills Laboratory) and SWK 337 (Generalist Practice III: Groups) to work with larger systems.

CIVIC ENGAGEMENT AND SUSTAINABILITY

This course is designed with concepts and theories from ISU Civic Engagement and Sustainability. Specifically, students will engage in activism and advocacy. We have partnered with the McLean County Health Department to raise awareness of the Community Health Improvement Plan (CHIP). We will use data from the assessment to guide our community engagement. Throughout the course, we will engage in various learning activities in the classroom and the community to learn about the CHIP and its impact on

the community. We will use the following goal and objectives as a demonstration of our commitment to civic engagement and sustainability.

Transformational Goals:

Students will understand the value of including and elevating the voices of members of the community to identify strengths. Students will be able to use these strengths to co-produce sustainable solutions that address concerns hindering community wellness.

Civic Engagement Learning goals:

- 1. Knowledge- Examine organizations that address social issues
- 2. Skills- Use social work skills and knowledge to address a social issue
- 3. Participate- Lead or coordinate efforts to bring awareness to a social issue

Sustainability Learning goals:

- Self-Awareness- Recognize emotions, motivations, and values to develop a sense of agency and responsibility to drive action.
- Critical Thinking- Conceptualizing, applying, synthesizing, and evaluating information.
- Personal Reflection on the process.

COURSE GOALS

The goals for this course are to:

1. Provide a framework for organizational and community practice.
2. Introduce students to macro approaches (e.g., community organization, lobbying, political action) for overcoming societal discrimination and empowering the disadvantaged.
3. Prepare students to be active participants in the design and delivery of social service programs.
4. Introduce students to basic models of agency management: program planning, program evaluation, grant writing and resource development.
5. Develop skills in advocating for and promoting social and economic justice for at-risk clients such as the disabled, poor people, women, gays and lesbians, the elderly and people of color.
6. Provide a framework for the application of social work values and ethics in work with diverse organizations and communities.
7. Introduce program evaluation procedures.
8. Apply the components of the helping process learned in previous practice courses with individuals and groups to work with communities and organizations.

STUDENT LEARNING OBJECTIVES

Upon completion of the course, students will have achieved the following outcomes:

Students will be able to:

1. Identify the historical roots of contemporary community practice and relate them to current practice.
2. Apply a community/ organizational change strategy to an identified need (i.e. assessment, program planning, implementation, and evaluation).
3. Apply **macro** skills (e.g. community assessment, fundraising, public relations through the media, enlistment of community stakeholders) for engaging underserved populations in advocacy efforts.
4. Discuss diversity, privilege, and oppression as important considerations in community practice.
5. Write a grant to develop or enhance a social service program.
6. Apply basic models and theories of organizational and community practice.

REQUIRED READINGS

Netting, F. E., McMurtry, S. L., & Thomas, M. L., & Kettner, P. M. (2022). *Social work macro practice* (7th ed.). Boston: Pearson

Coley, S.M., Scheinburg, C. A., and Levites Strekalova, Y.A. (2016). *Proposal Writing: Effective Grantsmanship for Funding*. Sage Press, 6th ed.

Reserve Readings (*Available in the Readings Folder in our Canvas site*).

Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69–91. Retrieved from <http://web.csulb.edu/divisions/aa/personnel/fcpd/workshops/documents/Wrk1EditedYossoCulturalWealthSummary.pdf>

EXPECTATIONS OF STUDENTS

As adult learners, students are expected to read all assigned readings *prior* to class so that we can discuss them intelligently. All assignments will be turned in online by the due date and the time listed in Canvas. The following are self-directed study activities that students should undertake to assist them with learning the material covered in this course: read assigned readings for each class (see course schedule); read other related materials; make notes on readings; discuss readings and class lecture material with other students; and schedule consultation time with the instructor as needed.

Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations but are also considered a serious breach of the ethical code of conduct for the social work profession. Students are expected to remember that they are in the process of becoming professional social workers. As such, they are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at www.naswdc.org.

Any student needing to arrange reasonable accommodation for a documented disability should contact Student Access and Accommodation Services. at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).

Attendance Policy: You are expected to attend class each week, and after 2 missed classes, your final grade may be impacted.

Assignments WILL NOT BE ACCEPTED LATE, or by email. If you have an emergency and need an extension, you must contact me **ASAP, and I will work with you to come up with a solution.**

Written Work: Your written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then reviewing, editing, and rewriting.

- All work should be carefully proofread and corrected; your final draft is expected to be free of errors in spelling, grammar, and punctuation.
- All papers written from sources **must include citations** following the style requirements of the most recent *Publication Manual of the American Psychological Association (APA)*.
- All work must be typed, double-spaced, with numbered pages, titled and dated.
- Papers should use standard margins. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard font Times New Roman 12 point.

ASSIGNMENTS

The collaborative nature of this class makes it necessary for all students to be actively engaged throughout the course. Participation in class dialogue is an important opportunity to develop effective, client-focused, empowering change strategies. You will work in teams for your community project, and grant. You will be expected to communicate with your project team members throughout the semester. Students will participate in multiple *Think Tank* sessions during class where they can work directly with the instructor to plan and strategize their group work.

Assignment #1 Community Health Improvement Plan (CHIP) Reflection (10 points)

After learning about the CHIP discuss the following -1-2 pages

1. What assumptions do you have about the populations discussed in the CHIP?
2. Why do you think some areas improved while others did not?
3. What thoughts do you have on a community social worker's response to the CHIP?

Assignment #2 Community Practice Project – Sections A-D

In this paper, you will work in your group to address a community social worker response to the Community Health Improvement Plan (CHIP). You will start by creating a plan to engage the population. Next, you will investigate theories and models that influence social work community practice with the population. Then you will complete an assessment to understand the strengths and needs of the population. The group will then work on an intervention strategy to serve the needs of the population. The final part of the project is focused on bringing awareness to the community to gather support for the population.

It will be necessary to gather information from your field placement or other community contacts (within McLean County) and conduct interviews with endogenous participants. Interviews may include individuals, family and friends, case workers or professionals working with the population. **We will visit resources in the community to help you investigate services available to populations in the CHIP.**

Project Grading

ALL project team members are expected to contribute to each section, and a GROUP grade will be assigned for each section. You will need to learn to assign tasks to each of your team members and lay out in honest detail what is expected of each of you. If someone is not carrying their weight, this is an opportunity to problem solve and deal headfirst with conflict. **YOU WILL NEED THIS SKILL AS A SOCIAL WORKER!** We will have opportunities in class to strategize, plan and delegate.

COMPONENTS OF THE PROJECT

SECTION A: Engaging the Population (5-6 pages) 20 points

After learning about the McLean County Health Improvement Plan, how would you engage the population? Include two peer reviewed articles to support your work. Refer to figure 3.2 to discuss your strategy for engaging the population. Include the following:

Task 1: Begin Where the Population Is

- Discuss how you develop cultural humility and learn from different perspectives about the population. Discuss how power and positionality impact your work with the population.

Task 2: Assess Impacts

- Discuss discrimination and oppression facing the population and include the implications of intersectionality.

Task 3: Search Professional Knowledge (at least 2 articles)

- Identify growth and development issues.

- Assess impact of social relationships and structures.

Task 4: Develop Strategies

- Discuss how a community social worker could create a task-oriented group to have meaningful participation with the population.
- Identify at least two allies and/or advocates for the population. How could they be an asset?

SECTION B: Theories and Models Influencing the Population (5-6 pages) 20 points

In this section, you will identify one theory and one model influencing the population. Theories are listed in Table 4.11, and models are presented in Table 4.12.

In your writing, include the following:

- Describe the theory.
- Explain how this theory applies to the population.
- Describe the model.
- Explain how this model applies to the population.
- Create an Asset Map with formal and informal resources.

SECTION C: Assessment: Identifying Strengths and Needs (5-6 pages) 20 points

Assess the focal community by engaging with endogenous experts, learning about their strengths, social conditions and community capacity for change. The analysis should be based on the framework in Chapter 5 regarding communities- figure 5.1.

Task 1: Identify the focal community

- Discuss the history of the focal community. Include at least 2 articles that discuss data and history.
- Determine community boundaries.
- Add a list of endogenous experts interviewed for the assessment. Feel free to add the names of endogenous experts you meet on our community tour. Remember to protect privacy and use fake names for clients.

Task 2: Locate Data and Information

- Discuss continuum of care concepts that guide service planning
- How do endogenous experts define their needs? Do some members experience greater unmet needs due to race/ethnicity, gender, sexual orientation, age, disabilities or other factors? Hint- most of this data is already in the CHIP

Task 3: Assess Community Social Assets

- Discuss resilience in the focal community. Describe how they navigate the community and overcome challenges. How do they access services?
- Describe places and spaces that empower the focal population.

Task 4: Assess the Community Structure and Capacity

- Describe service delivery and discuss limitations. Who holds the power in service delivery?
- Discuss linkages among providers by identifying the level of interaction (see table 5.5).

SECTION D: Develop the Community Intervention Design (5-6 pages) 20 points

Develop the community change plan by using a specific intervention strategy using a program, practice, or project approach. Frameworks from the text will provide some direction for this paper. Use scholarly references to build your case for change. Your paper should follow this outline:

Task 1: Design an Intervention Hypothesis

- Frame a statement of change
- Develop an intervention working hypothesis (example- spotlight 9.2)

Task 2: Identify participants

- Identify the initiator system
- Identify the host and implementing systems
- Identify the target and action systems

Task 3: Determine Openness and Commitment for Change

- Create a driving and resisting forces chart (Figure 9.6)

Task 4: Strengthen Collective Identity

- Suggest a plan for unifying the participants in the various support systems while respecting their diverse voices.
- Include at least 2 references discussing one or more of the following: coalition building, task forces and communities of practice to support your intervention.

Assignment #3 Grant Proposal (20 points)

Consider how the organization/coalition from the previous assignment might use funds to implement the community change intervention. Using “Proposal Writing, Effective Grantsmanship for Funding, by Coley, Scheinberg, and Strekavola as your guide for this assignment. Students will gain grant-writing skills to obtain funding for necessary community services/programs. Continue working in your group for this assignment. Students will present their “Shark Tank” pitch for the grant funds during class.

Section 1: Create a statement of the need and include a reference to back up the problem. Discuss the type of service or program that could potentially address the need.

Section 2: Goals, Objectives, and Activities

Section 3: Describe the program design: recruitment, partnerships and collaborations, and evaluation.

Section 4: Include timeline and budget.

Assignment #4 FINAL PROJECT: Civic Engagement Awareness Campaign (30 points- includes 5 points from the draft)

Students will work in their group to create a plan to bring awareness to the community about the focal population. We will discuss this project often throughout the semester. The instructor **MUST** approve the activities in Task 1.

Task 1: Awareness Campaign (group work-15 points, 5 for the draft and 10 for distribution)

- Create a flyer sharing the following: The data on the focal population from the CHIP, a list of helpful resources with contact information or your asset map, a meaningful quote from an endogenous expert. Their name will NOT be included. A DRAFT OF THE FLYER MUST BE SUBMITTED TO THE INSTRUCTOR FOR FINAL APPROVAL.
- Distribute the flyer- pick one or a combination of the following:
- Option #1. Students will have the opportunity to sign up to work at a resource table during a community event or meeting. The instructor will provide details and sign up information in class.
- Option #2 Create a list of places, neighborhoods, coalitions or community initiatives that could benefit from this information. Contact the resource and share the flyer at their physical location, community meeting or event.
- Option # 3 Share the flyer at your internship during a team meeting.

Task 2: Reflection- (Individual work 15 points)

Students will be provided with a list of questions to address regarding their experience. Students will use critical and creative thinking skills to create a presentation (no more than 5 minutes) on their reflections. See examples below:

- A role-play in which you assign roles to other members of the class followed by an analysis of the enacted situation using what you have learned.
- A poster, collage, or other piece of artwork that is symbolic of your learning.
- A verbal presentation in which you illustrate through examples what you have learned.
- A poem recounting what you have learned.
- A song written about what you have learned.
- A written or verbal sharing of your journal on the subject of your learning that demonstrates your growing self-awareness in light of what you have learned.
- ***Include a picture of your civic engagement.***

Student-Led Chapter Discussion

Each group will help lead our discussion of the assigned chapter. Groups will approach the chapter from a different perspective.

Your group's job is not to summarize the entire chapter. Your job is to help your classmates understand, think about, question, and apply the material. Think of yourself as helping to lead the learning for the day, not simply giving a presentation.

* Please see the worksheets for additional details.

GROUPS BREAKDOWN

Social Work with Macro Practice Book

[Social Work Macro Practice_Discussion Worksheets.docx](#)

Chapter	Teach It	Apply It	Challenge It	Connect It
Chapter 1	Group 1	Group 3	Group 5	Group 6
Chapter 2	Group 2	Group 6	Group 3	Group 4
Chapter 3	Group 4	Group 1	Group 2	Group 5
Chapter 4	Group 5	Group 4	Group 6	Group 3
Chapter 5	Group 6	Group 5	Group 1	Group 2
Chapter 9	Group 3	Group 2	Group 4	Group 1

Proposal Writing Book

[Proposal Writing_Discussion Worksheets.docx](#)

Chapter	Teach It	Apply It
Chapter 1	Group 5	Group 6
Chapter 2	Group 1	Group 2
Chapter 3	Group 3	Group 4
Chapter 4	Group 1	Group 6
Chapter 6	Group 3	Group 2
Chapter 7	Group 4	Group 1
Chapter 8	Group 2	Group 5
Chapter 9	Group 6	Group 3
Chapter 10	Group 5	Group 4

GRADING

Grades will be assigned in accordance with the following scale.

- A 90 % and above
- B 80-89%
- C 70-79 %
- D 60-69 %
- F 59 %and below

Grades will be assigned using the following formula:

Assignment #1	10 pts
Assignment #2	80 pts
Assignment #3	20 pts
Assignment #4	30 pts
Chapter discussions	35 pts (you will help lead discussion 7 times for 5 pts each)
Total	175 pts

COURSE SCHEDULE

Week 1: Aug. 17	General topic: Introduction to the course and to the role of macro practice in social work. An introduction to how intervention at the macro level of organizations, communities, and within political systems can intervene in peoples' lives to enhance well-being, alleviate poverty and discrimination, empower groups that are considered at-risk, and promote social and economic justice.
Required Readings:	The Syllabus!!
Assignment Due:	
Week 2: Aug 24	General topic: Introduction to Macro Social Work
Required Readings:	Course text: Macro Social Work Chapter 1: An Introduction to Macro Practice in Social Work
Assignment Due:	
Week 3: Aug 31	General topic: Understanding Historical Influence on Macro Practice Speaker for the CHIP
Required Readings:	Course text: Macro Social Work Chapter 2: Historical and Contemporary Influences on Macro Practice
Assignment Due:	
Week 4: Sept. 7	NO CLASS LABOR DAY
Week 5: Sept. 14	General topic: Engaging with Diverse Populations ROSC Speaker National Recovery Month Think Tank: Community Change Project- work in groups to plan, delegate and strategize. Instructor will meet with each group for coaching and feedback.
Required Readings:	Course text: Macro Social Work Chapter 3: Engaging with Diverse Populations
Assignment Due:	Assignment #1 CHIP Reflection
Week 6: Sept. 21	General topic: Understanding Communities Field Trip
Required Readings:	Course text: Macro Social Work Chapter 4: Understanding Communities

Assignment Due:	Assignment #2 Section A
Week 7: Sept 28	General topic: Community Assessment
Required Readings:	Course text: Macro Social Work Chapter 5: Assessing Communities Review Chapter 4
Assignment Due:	Assignment #2 Section B
Week 8: Oct. 5	General topic: Starting an Intervention
Required Readings:	Course text: Macro Social Work Chapter 9: Designing and Building Support for Intervention
Assignment Due:	Assignment #2 Section C
Week 9: Oct. 12	General topic: Introduction to Grant Writing, Fundraising
Required Readings:	Course texts: Proposal Writing: Chapter 1: An orientation to proposal writing, Chapter 2: Understanding the Non-Profit Agency (specifically look at pages 14-15 <i>Organizational Capacity</i> , and use this to assess the agency that would be implementing your grant proposal) Think Tank: Grant- work in groups to plan, delegate and strategize. Instructor will meet with each group for coaching and feedback.
Assignment Due:	Assignment #2 Section D Awareness Campaign Flyer DRAFT
Week 10: Oct. 19	General topic: Grant Writing continued
Required Readings:	Course texts: Proposal Writing: Chapter 3, Finding and Applying for Funding, Chapter 4, The Proposal Overview
Assignment Due:	
Week 11: Oct. 26	NO CLASS-Poverty Simulation AND Community Connections Event, Work on Awareness Campaign
Week 12: Nov. 2	General topic: Grant Writing Program Design, Goals and Evaluation
Required Readings:	Course text: Proposal Writing: Chapter 6: Design the Program, Chapter 7: Program Goals, Objectives and Evaluation
Assignment Due:	
Week 13: Nov. 9	General topic: Grant Writing Problem Statement, Budgets and Timelines
Required Readings:	Course text: Proposal Writing: Chapter 8: Writing the Need or Problem Statement, Chapter 9: Program Description, Chapter 10: Creating the Budget and Budget Justification
Assignment Due:	GRANT THINK TANK: Groups will work with instructor to finalize grant and plan their Shark Tank presentation- Template provided in files
Week 14: Nov. 16	Shark Tank Grant Group Presentation Sign up for the Final Project presentation
Required Readings:	
Assignment Due:	Grant DUE
Week 15: Nov. 23	NO CLASS (BREAK)
Week 16: Nov 30	LAST CLASS! CLASS PRESENTATIONS
Assignment Due:	Final: Civic Engagement Awareness and Reflection presentation