

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course #	Unique #	Semester	Meeting Time	Meeting Place
SW 334	62330	Fall 2002	Tue/Thu 2:00-3:30 pm	SSW 2.130

Instructor	Contact Information	Office	Office hours
Yolanda C. Padilla, PhD, LMSW-AP Associate Professor	471-6266 ypadilla@mail.utexas.edu	SSW 3.130K	Tuesdays 3:30-4:30 or appt.

SOCIAL WORK PRACTICE IN ORGANIZATIONS AND COMMUNITIES (BSW)

I. Course Description

This course in the practice sequence integrates social work theory, practice methods, and professional skills as they relate to assessment and intervention at the organizational and community levels. The course considers models for understanding human service organizations and administrative practice in organizations, and for understanding communities, issues of social stratification, conflict and integration in communities, assessment of community needs, and identification of community resources. Strategies for initiating change in organizations and communities are identified, including different points of intervention, sources of resistance to change, and methods for overcoming such resistance. Throughout the course, special attention is given to factors affecting diverse population groups, including, but not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Prerequisites include admission to the social work major and previous or current enrollment in PSY304, SW310, SW312, SW313, SW325, and SW327.

II. Course Objectives

By the end of the course, the student will be able to:

1. Explain the role of the generalist social worker as an interactive influence in organizational dynamics and the service delivery process;
2. Explain and apply the systems/ecological frameworks to organizations and communities;
3. Explain and illustrate how organizational dynamics can influence service delivery;
4. Identify and assess barriers, strategies, tactics and skills involved in achieving organizational change to improve service delivery;
5. Demonstrate the basic knowledge and skills needed for the assessment of social problems at the community level and the mobilization of community interest, opinion, and support to address those problems;
6. Describe how community work can be used as an intervention strategy for meeting client needs, creating new service delivery systems, and promoting social and economic justice;
7. Identify factors affecting people with diverse backgrounds, including, but not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion,

physical or mental ability, age, and national origin; both as service users and as organizational staff members;

8. Demonstrate an understanding of how research is used to acquire knowledge and to evaluate self in practice with organizations and communities;
9. Demonstrate an understanding of social work values, particularly the pursuit of social and economic justice, and their implications for social work practice with organizations and communities.

III. Teaching Methods

Teaching Methods. The primary teaching approach in this seminar will be collaborative learning. Material in the course will be presented through readings, class discussions, and small collaborative learning group (CLG) exercises. In general, each meeting will include a combination of exercises and case studies, illustrative videos, work in small groups, and formal presentation of material. **Assigned readings are for the week in which they are listed and students should have done the readings and be prepared to discuss them in class.** Limited videos/guest lectures may be used as tools for addressing key concepts in the course. The videos are not available for individual student viewing (with some exceptions), and thus can only be viewed when presented in class.

Course Plan. We will approach the study of social work practice in organizations and communities within the following framework:

- a. *the social context of populations in need: identifying the problems, needs, and resources of client populations*
- b. *changing and managing organizations to respond to the needs of client populations (coordination between social service organizations, developing and managing agency resources, evaluating programs, social work supervision)*
- c. *working with communities (strategies for community change: neighborhood-based services, advocacy, and community organizing)*

IV. Required and Recommended Texts and Materials

Texts

Kirst-Ashman, Karen K., & Grafton H. Hull, Jr. 2001. Generalist Practice with Organizations and Communities. Chicago: Nelson-Hall. *** SELECTED SECTIONS ONLY ***

Reference Guide for Needs Assessment Project

Reviere, Rebecca, Susan Berkowitz, Carolyn C. Carter, and Carolyn G. Ferguson. 1996. Needs Assessment: A Creative and Practical Guide for Social Scientists. Philadelphia, PA: Taylor and Francis.

Selected Readings

Abatena, Hailu. 1997. "The Significance of Planned Community Participation in Problem Solving and Developing a Viable Community Capability." *Journal of Community Practice* 4(2): 13-34.

- Adams, Paul, DSW and Kristine Nelson, DSW. 1997. "Reclaiming Community: An Integrative Approach to Human Services." *Administration in Social Work* 21(3/4): 67-81.
- Appleby, George A. 1998. "Social Work Practice with Gay Men and Lesbians Within Organizations." In Gerald Mallon (Ed.) *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park.
- Armstrong, Katherine L. 1997. "Launching a Family-Centered, Neighborhood-Based Human Services System: Lessons from Working Hallways and Street Corners." *Administration in Social Work* 21(3/4): 109-126.
- Auslander, Gail K. 1996. "Outcome Evaluation in Host Organizations: A Research Agenda." *Administration in Social Work* 20(2): 15-27.
- Bayne Smith, Marcia A. and Marco A. Mason. 1995. "Developmental Disability Services to Caribbean Americans in New York City." *Journal of Community Practice* 2(1): 87-106.
- Bowers, Barbara, Sarah Esmond and Mary Canales. 1999. "Approaches to Case Management Supervision." *Administration in Social Work* 23(1): 29-49.
- Bradshaw, Catherine, Steven Soifer, and Lorraine Gutierrez. 1994. "Toward a Hybrid Model for Effective Organizing in Communities of Color." *Journal of Community Practice* 1(1): 25-41.
- Checkoway, Barry. 1997. "Core Concepts for Community Change." *Journal of Community Practice* 4(1): 11-29.
- Cherin, David and William Meezan. 1998. "Evaluation as a Means of Organizational Learning." *Administration in Social Work* 22(2): 1-21.
- Clapp, John D. 1995. "Organizing Inner City Neighborhoods to Reduce Alcohol and Drug Problems." *Journal of Community Practice* 2(1): 43-60.
- Daley, John M. and Paul Wong. 1994. "Community Development with Emerging Ethnic Communities." *Journal of Community Practice* 1(1): 9-24.
- Durst, Douglas, Josephine MacDonald, and Dawn Parsons. 1999. "Finding Our Way: A Community Needs Assessment on Violence in Native Families in Canada." *Journal of Community Practice* 6(1): 45-59.
- Gibelman, Margaret and Steven Kraft. 1996. "Advocacy as a Core Agency Program: Planning Considerations for Voluntary Human Service Agencies." *Administration in Social Work* 20(4): 43-59.
- Gibelman, Margaret. 1996. "Managerial Manners-Notably Lacking in Personnel Recruiting." *Administration in Social Work* 20(1): 59-72.
- Gilson, Stephen French. 1997. "The YWCA Women's Advocacy Program: A Case Study of Domestic Violence and Sexual Assault Services." *Journal of Community Practice* 4 (4): 1-26.
- Gutierrez, Lorraine M. and Edith A. Lewis. 1994. "Community Organizing with Women of Color: A Feminist Approach." *Journal of Community Practice* 1(2): 23-44.
- Hassett, Seth and Michael J. Austin. 1997. "Service Integration: Something Old and Something New." *Administration in Social Work* 21(3/4): 9-29.
- Hess, Peg McCartt and Howard J. Hess. 1998. "Values and Ethics in Social Work Practice with Gays and Lesbians." In Gerald Mallon (Ed.) *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park.

- Hoefler, Richard A. Regina Morgan Hoefler and Ruth Anne Tobias. 1995. "Geographic Information Systems and Human Services." *Journal of Community Practice* 1(3): 113-127.
- Hunter, Ski., Coleen Shannon, Jo Knox, and James I. Martin. 1998. "Affirmative Practice: Overview" in *Lesbian, Gay, and Bisexual Youths and Adults: Knowledge for Human Services*. Thousand Oaks, CA: Sage.
- Johnson, Alice K. 1994. "Linking Professionalism and Community Organization: A Scholar/Advocate Approach." *Journal of Community Practice* 1(2): 65-86.
- Kline, Michael, Corey Dolgon, and Laura Dresser. 2000. "The Politics of Knowledge in Theory and Practice: Collective Research and Political Action in a Grassroots Community Organization." *Journal of Community Practice* 8(2): 23-38.
- Lipkin, Arthur. 1999. "Overview of the Problem" in *Understanding Homosexuality, Changing Schools*. Boulder, CO: Westview Press.
- Lipkin, Arthur. 1999. "School Change." *Understanding Homosexuality, Changing Schools*. Boulder, CO: Westview Press.
- Lowe, Jane Isaacs, Frances K. Barg and Kay Stephens. 1998. "Community Residents as Lay Health Educators in a Neighborhood Cancer Prevention Program." *Journal of Community Practice* 5(4): 39-52.
- Mallon, Gerald P. 1998. "Knowledge for Practice with Gay and Lesbian Persons." *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park.
- Minicucci, Catherine. 1997. "Assessing a Family-Centered Neighborhood Service Agency: The Del Paso Heights Model." *Administration in Social Work* 21(3/4): 127-143.
- O'Donnell, Sandra M. and Sokoni T. Karanja. 2000. "Transformative Community Practice: Building Model for Developing Extremely Low Income African-American Communities." *Journal of Community Practice* 7(3): 67-85.
- Perlmutter, Felice Davidson and Ram A. Cnaan. 1999. "Community Development as a Public Sector Agenda." *Journal of Community Practice* 6(4): 57-77.
- Pine, Barbara A., Robin Warsh and Anthony N. Maluccio. 1998. "Participatory Management in a Public Child Welfare Agency: A Key to Effective Change." *Administration in Social Work* 22(1): 19-32.
- Rosenthal, Seymour J. and June M. Cairns. 1994. "Child Abuse Prevention: The Community as Co-Worker." *Journal of Community Practice* 1(4): 45-61.
- Sherrill, Kenneth. 1996. "The Political Power of Lesbians, Gays and Bisexuals." *PS: Political Science and Politics* 29(3): 469-473.
- Springer, David W., Deborah Stokes Sharp and Theresa A. Foy. 2000. "Coordinated Service Delivery and Children's Well-Being: Community Resource Coordination Groups of Texas." *Journal of Community Practice* 8(2): 39-52.
- Taaffe, Lisa. 1997. "Public Life in Gulfton: Multiple Publics and Models of Community Organization." *Journal of Community Practice* 4(1): 31-56.
- Wuenschel, Peter C. 1997. "Houston Homeless Street Outreach." *Journal of Community Practice* 4(4): 69-80.

V. Course Requirements

The major criteria for student evaluation are

- (1) CLGs: participation in collaborative learning group discussions and weekly synopses of the assigned readings and
- (2) a group needs assessment project.

Class Assignments and Grading Policy

1. Average of Weekly CLGs (synopses/class participation):	<u>30%</u>
2. Needs Assessment Project Progress Report (<i>mid-term assessment</i>)	-
3. Community Needs Assessment Group Project (<i>Takes into account timely submission of interim section reports and worksheets</i>)	<u>70%</u>
<u>Group final report</u>	60%
<u>Group presentation</u>	10%

Individual contribution (log record of project tasks, etc.):
5-15 points will be deducted from the group final grade for individuals who do not make an adequate contribution to the group project

TOTAL **100%**

Description of Assignments (Refer to the attached detailed description of the assignments.)

Grading Criteria

90 – 100	=	<u>SUPERIOR (A)</u> : Assignment significantly exceeds expectations. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., coherence and integration of ideas).
80 – 89	=	<u>GOOD (B)</u> : The assignment meets <u>all</u> the requirements and demonstrates evidence of in-depth critical thinking and analysis.
70 – 79	=	<u>AVERAGE (C)</u> : The assignment meets the requirements or has <u>minor</u> gaps but lacks evidence of in-depth critical thinking and analysis
60 & below	=	<u>BELOW AVERAGE (D/F)</u> : The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.

VI. Class Expectations

1. Attend class regularly.

Class attendance is required every class period for the entire class period (see class requirements).

2. Turn assignments in on the due dates.

All assignments submitted after the beginning of class are considered late.

- Late weekly CLG synopses will not be accepted.
- On days when CLG synopses (or other written assignments) are not required, the CLG grade will be based solely on class participation/attendance.
- Student presentations can only be given on the allotted dates.

Major written assignments will be penalized 5 points for each calendar day late.

3. Follow the rules of scholastic honesty.

Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. All written assignments (papers, weekly synopses, etc.) should be based on individual, not collaborative, work. However, collaborative discussion in and out of class is strongly encouraged. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.

4. Request and use feedback.

I will work with you throughout the semester and provide you with feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.

5. Offer feedback.

Student feedback about the course is welcome, as the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content or assignments, or if you are unclear about my expectations of you or your expectations of the course, talk to me as soon as possible during the semester.

6. Participate in class discussions and other in-class activities.

This is one way that students can learn from each other. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.

7. Present written and oral presentations professionally.

Grades will be lowered if assignments are not clearly presented. Written assignments should be proofread to avoid grammatical, spelling, or punctuation errors. Paginate all your papers.

8. Use APA Style for referencing.

The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work. A handout on APA style is available at the SSW Student Services Office.

9. Agency and community safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

10. Services for students with disabilities

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-4641 TTY.

VII. Course Schedule

NOTE: Assigned readings are due on the date listed. Any guest lectures and videos may be scheduled on short notice and will be subject to change in the event of unavoidable scheduling conflicts. Changes in assignments, due dates, and other class information may be made throughout the semester. Announcements will be made in class and/or via e-mail. In case of absence, it is the responsibility of the student to obtain information on announcements made in class during their absence.

Week 1 Aug 29

Overview of the Course/Planning for Needs Assessment Project

Week 2 Sept 3/5

Introduction to Social Work Practice in Organizations and Communities (Macro Practice)

K & H (Kirst-Ashman & Hurst/Pages in brackets are from 1st Edition.),

p. 1-30 [1-31], Introduction to Generalist Practice with Organizations and Communities;

p. 36-39 [37-40], The History of Generalist Practice with Organizations and Communities in the Professional Context;

p. 352-360 [355-364], Defining Advocacy, Social Action, Empowerment, and Populations-at-Risk

Week 3 Sept 10/12

Understanding the Social Context of Populations in Need: The Case of Gays and Lesbians

K & H, p. 397-398 [406-407], Combating Your Own Stereotypes and Prejudices

“Knowledge for Practice with Gay and Lesbian Persons”

“Overview of the Problem”

“The Political Power of Lesbians, Gays, and Bisexuals”

“Values and Ethics in Social Work Practice with Lesbian and Gay Person”

Week 4 Sept 17/19

Needs Assessments for Macro Practice: Identifying the Problems, Needs, And Resources Of Client Populations

Reviere et. al., Needs Assessment, Ch. 1: Introduction.; Ch. 2, p. 15-19: Creating the Research

Design for a Needs Assessment; Ch. 4: Using Qualitative and Mixed Method Approaches

“Finding Our Way: A Community Needs Assessment on Violence in Native Families in Canada”

“Developmental Disability Services to Caribbean Americans in New York City”

“Geographic Information Systems and Human Services”

Week 5 Sept 24/26

Changing Organizations to Respond to the Needs of Client Populations: The Case of Gays and Lesbians

K & H, p. 124-126 [124-126]: Defining Organizations, Social Services, and Social agencies;
p. 134-139 [132-138]: The Nature of Organizations
p. 167-174 [167-175]: Change in Organizations
“Affirmative Practice: Overview”
“Social Work Practice with Gay Men and Lesbians Within Organizations”
“School Change”

Week 6 Oct 1/3

Coordination Between Social Service Organizations

K & H, p. 90-98 [93-101]: Networking;
p. 150 [139-140]: Relationship with Other Organizations
“Service Integration: Something Old and Something New”
“Reclaiming Community: An Integrative Approach to Human Services”
“Houston Homeless Street Outreach”
“Coordinated Service Delivery and Children’s Well-Being: Community Resource Coordinating Groups of Texas”

IN-CLASS VIDEO: Our Families, Our Future (*on social service integration*)

Week 7 Oct 8/10

Developing and Managing Agency Resources

K & H, Chapter 14 [Ch. 14]: Developing and Managing Agency Resources;
p. 146-150 [138-145]: The Macro Context of Organizations

WORKSHOP: Identifying Funding Sources for Agencies, by the Hogg Foundation (*tentative date*)

Week 8 Oct 15/17

Program Evaluation: Determining the Effectiveness of Service Provision by Organizations

K & H, p. 322-323 [327-328]: Overview of Evaluation;
p.331-350 [335-353]: Kinds of Evaluations
“Evaluation as a Means of Organizational Learning”
“Outcome Evaluation in Host Organizations: A Research Agenda”
“The YWCA Women’s Advocacy Program: A Case Study of Domestic Violence and Sexual Assault Services”

Week 9 Oct 22/24

The Supervision of Social Workers in Organizations

K & H, p. 76-80 [79-85]: Working Under Supervision

“Approaches to Case Management Supervision”

“Participatory Management in a Public Child Welfare Agency: A Key to Effective Change”

“Managerial Manners: Notably Lacking in Personnel Recruiting”

Week 10 Oct 29/31

Neighborhood-Based Services

K & H, p. 282-287 [287-292]: Neighborhoods

“Assessing a Family-Centered Neighborhood Service Agency: The Del Paso Heights Model”

“Organizing Inner City Neighborhoods to Reduce Alcohol and Drug Problems”

“Community Residents as Lay Health Educators in a Neighborhood Cancer Prevention Program”

“Launching a Family-Centered, Neighborhood-Based Human Services System: Lessons from Working the Hallways and Street Corners”

Week 11 Nov 5/7

Strategies for Community Change: Incorporating Advocacy as a Core Agency Program

K & H, p. 256-261 [262-267]: “Introduction”

“Core Concepts for Community Change”

“The Significance of Planned Community Participation in Problem Solving and Developing a Viable Community Capability”

“Advocacy as a Core Agency Program: Planning Consideration for Voluntary Human Service Agencies”

“Public Life in Gulfton: Multiple Publics and Models of Community Organization”

IN-CLASS VIDEO: A Concern for Community (Interview with Organizer Ernie Cortes)

Week 12 Nov 12/14

Social Workers as Effective Community Organizers

K & H, p. 294-297 [298-302]: Changes in Communities

“Linking Professionalism and Community Organization: A Scholar/Advocate Approach”

“Child Abuse Prevention: The Community as a Co-Worker”

“The Politics of Knowledge in Theory and Practice: Collective Research and Political Action in a Grassroots Community Organization”

“Community Development as a Public sector Agenda”

Week 13 Nov 19/21

Community Practice with Populations at Risk: The Case of Communities of Color

“Community Development with Emerging Ethnic Communities”

“Community Organizing with Women of Color: A Feminist Approach”

“Transformative Community Practice: Building a Model for Developing Extremely Low Income African American Communities”

“Toward a Hybrid Model for Effective Organizing in Communities of Color”

IN-CLASS VIDEO: The Democratic Process, Saul Alinski and His Legacy

Week 14 Nov 26

*** NO CLASS Nov 28: Thanksgiving Holiday ***

Class presentations. No assigned readings this week.

Week 15 Dec 3/5

Class presentations and wrap up. No assigned readings this week.

December 11 (Wednesday 12 noon—Faculty Box in Student Services Area)

Due: Final Draft of Needs Assessment Report

Bibliography

Required Readings

See Section IV for a complete list.

Supplemental Readings (Optional)

- Alinsky, S. D. (1972). Rules for Radicals: A Pragmatic Primer for Realistic Radicals. New York: Vintage Books.
- Bobo, K., Kendall, J. & Max, S. (1991). Organizing for Social Change: A Manual for Activists in the 1990s. Washington: Seven Locks Press.
- Bradshaw, C., Soifer, S. & Gutierrez, L. (1994). Toward a Hybrid Model for Effective Organizing in Communities of Color. *Journal of Community Practice*, 1 (1), 25-41.
- Clifton, R. L. & Dahms, A. M. (1993). Grassroots organizations: A resource book for directors, staff, and volunteers of small, community-based nonprofit agencies, 2nd Ed. Prospect Heights: IL: Waveland Press, Inc.
- Checkoway, B. (1995). Six strategies of community change., 30 (1), 2-20. Community Development Journal.
- Fellin, P. (1994). The Community and the Social Worker, 2nd Edition. Itasca, IL: F. E. Peacock Publishers, Inc.
- Hanna, M. & Robinson, B. (1994). Strategies for community empowerment. Lewiston, NY: Edwin Mellen Press.
- Hasenfeld, Y. (1992). Human services as complex organizations. Newbury Park, CA: Sage, p. 3-23.
- Haynes, K. S. & Mickelson, J. S. (1991). Affecting change: Social workers in the political arena, 2nd Edition. NY: Longman.
- Kahn, S. (1991). Organizing: A guide for grassroots leaders. Silver Spring, MD: National Association of Social Workers.
- Mizrahi, T. & Morrison, J. D. (1993). Community organization and social administration: Advances, trends, and emerging principles. NY: The Haworth Press.
- Rivera, F. G. & Erlich, J. L. (1992). Community organizing in a diverse society. Needham Heights, MA: Allyn & Bacon.
- Rothman, J. (1994). Practice with highly vulnerable clients: Case management and community based services. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Schaefer, M. (1987). Implementing change in service programs. Newbury Park, CA: Sage Publications.
- Tropman, J. E., Erlich, J. L. & Rothman, J. (Eds.). 1995. Tactics and techniques of community organization, 3rd Edition. Itasca, IL: F. E. Peacock Publishers, Inc., p. 10-34.

Collaborative Learning Group Assignments

The class will be conducted as a seminar using the collaborative learning group (CLG) method. The CLG method fosters students' active participation in learning. The main objective behind the CLG method is to give students an opportunity to systematically analyze and apply concepts taught in the course through group discussion. In preparation for this task, students will be asked to prepare a synopsis of the readings assigned for each session. The dates in which the synopses are due are listed in the syllabus. The synopses should briefly summarize and provide a critical analysis of the readings for each week. The synopses of the readings, including your reactions to the issues covered, will serve as the basis for group discussion. They should be 2 – 3 pages in length (equivalent to double-spaced typewritten pages), but do not need to be type-written. Longer synopses will be accepted.

Please note that we have NO EXAMS in this class. Thus, this part of the course work is the core of your learning in this class. So please take the weekly readings, the preparation of your synopses, and the class participation seriously.

The synopsis should be written in the form of an essay (rather than in the form of a list or outline) and make explicit references within the essay to all the readings assigned for that week. To highlight your reference to the readings, underline each reference the first time you mention it. For example, "According to Trattner's chapter on the New Deal (Ch. 7),..." The synopses should reflect critical thinking: that is, you should analyze, synthesize, evaluate, compare/ contrast, and so on. Always stay grounded in the readings. **Please label each synopsis with Week or Date.**

- Weekly grade: 50 points for class participation/attendance: 25 points for Tues
& 25 points for Thurs (100 when no synopsis is due)
+ 50 points (maximum) for the synopsis
= 0 to 100 points
- The synopsis is graded as follows:
 - 50** Synopsis covers all assigned readings and provides a critical analysis
 - 30** Synopsis covers all assigned readings, but provides a superficial analysis
 - 20** Synopsis does not cover all assigned readings or is **very** sketchy
- Synopses will not be accepted late (given that their purpose is to be prepared for class).
In order to provide leeway for emergencies (e.g., car breakdowns, illness, printer problems, etc.) students may drop their lowest 2 weekly grades. No doctor's excuses or any other type of evidence of the emergency is needed.

How to Approach the Writing of the Synopses

First, note the overall theme of the readings for the week, which is listed above each weekly set of readings. The readings are intended to provide you with a case or other illustrative material that highlights the topic for the week. Ask yourself what each author is telling you about the theme of the week. Then draw three or so main points, focusing on what the readings have to say about **social work in organizations and communities**. Make sure to draw evidence from the readings. Your synopsis should *not* simply be a compilation of summaries of each of the separate readings (e.g., the first reading is about ..., the second readings is about..., and so on.) Rather, it should bring together the ideas from the readings as a whole. Write in the third person.