

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**Advanced Community Practice II
SWK 6034
Office Hours: T/Th 10-11am or by Appt.**

**Spring 2025
Shannon R. Lane, PhD, LMSW
shannon.lane@yu.edu
Phone: 646-592-6817**

COURSE DESCRIPTION

Advanced Community Practice II builds on the knowledge gained by students in Advanced Community Practice. Students learn specific techniques to create social change within macro and community settings, use their research skills to develop evaluation plans, and deepen their termination skills with a focus in macro settings.

This second-semester advanced concentration course offers students the opportunity to learn specific intervention methods and tactics that contribute to achieving macro practice outcomes. Students learn to sustain growth in formal and informal community social work tactical relationships to achieve practice goals, objectives, and strategies. Students learn to build self-confidence utilizing these concepts in the practice classroom and in practicum.

The course is integrated with practicum learning through on-line and in-class activities. Students will be placed in a variety of community settings with differing populations and will bring those experiences into their classroom discussions and coursework.

SOCIAL WORK COMPETENCIES

This course will help students achieve the following competencies:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, inclusion and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address:
<https://yeshiva.tk20.com/campustoolshighered/start.do>

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: <https://www.yu.edu/wurzweiler/msw/assessment>

Total		1,000
--------------	--	-------

Final Grading Scale:

A= 94-100 A-= 90-93 B+= 87-89 B= 83-86 B-=80-82 C+= 75-79 C=70-74 F<70

Course Assignments

Class Engagement

Class participation includes active participation during class time for students who are taking class in person or synchronously via zoom, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in addition to class time). To make the most of this time, students should expect to complete all reading in advance of the class period, and to come to class prepared to ask questions, help other students with
 ment rubric at the end
 of this syllabus for more information.

Community Intervention Plan

Last semester, students developed a plan for intervention within a community. This semester they will continue that plan through a discussion of community change targets and tactics and connection to human rights. This assignment serves as the midterm assignment for the semester. Please consult the description and written assignment rubric at the end of this syllabus for more information.

Capstone

All advanced practice MSW students at WSSW complete a capstone assignment. The details are provided within Canvas. This assignment will include a topic proposal, an outline or first draft, and the final capstone assignment. Please consult the capstone rubric at the end of this syllabus for more information.

COURSE REQUIREMENTS

Texts for the Course

Required:

Lane, S.R. & Pritzker, S. (2018). *Political social work: Using power to create social change*. Springer International.

National Association of Social Workers. (2021). *Code of Ethics*.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Note: You do not need to purchase this. You can read website.

Recommended:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Other required readings are available as electronic reserve articles from the YU Library or via Canvas. Students are expected to complete all assigned readings on time.

EVALUATION

Students are provided the opportunity to evaluate courses. An evaluation form pertaining to the course and instructor will be available on-line. There will also be oral discussion of students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty, and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

More information:

- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our [Disability Documentation Guidelines](#) and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professor
- If you have any questions regarding Disability Services, please call: **646-592-4280**
- **Accommodation letters must be submitted to your professors as soon as they are received.**

E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e

- Drug-Free University Policy can be found **here**.
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found **here**.
- **here**.

Incomplete Policy

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

COURSE OUTLINE Spring 2025

[policy support. SSRN. http://dx.doi.org/10.2139/ssrn.5005994](http://dx.doi.org/10.2139/ssrn.5005994)
Brock-Petroshius, K. (2023). Dangerous, deserving, or harmed: Understanding the formation of anti-carceral policy attitudes among urban, liberal voters.

- Discuss best practices in termination for community practice
- Use the classroom as a model for termination within community practice
- Determine methods of evaluation that are practical within community agencies
- Consider the benefits and challenges of available community practice careers
- Celebrate graduation!

Readings for Week 12:

Lane & Pritzker, Chapter 13: Evaluating Political Social Work Efforts

Readings for Week 13:

Lane & Pritzker, Chapter 15: Political Social Work Careers and Leadership: From Jane Addams to You!

Jackson, S. (n.d.). Macro social work career resource guide. *Special Commission to Advance Macro Practice*. <https://sites.google.com/view/macrosocialworkcareerresources/home>

Readings for Week 14:

Harrigan, M. P., Fauri, D. P., & Netting, F. E. (1998). Termination: Extending the concept for macro social work practice. *Journal of Sociology & Social Welfare*, 25, 61-80.
<https://scholarworks.wmich.edu/jssw/vol25/iss4/5>

ASSIGNMENT DETAILS

Community Intervention Plan

Last semester, you developed a plan for intervention within a community. This semester you will continue that plan through a discussion of community change targets and tactics. This assignment serves as the midterm assignment for the semester. Please consult the written assignment rubric before submitting your assignment.

Using the steps outlined in Chapter 5 of the text, revisit the community practice project you began last semester. As a reminder, this is a project that helps to change something at the community level. It could be an effort to change policy, get client feedback to the agency, change agency policy, raise awareness of an issue, etc. Readings for this semester and chapters 5-9 of the textbook should be a helpful resource for this assignment.

Section 1, Purpose and Goals (1-2 pages):

This section describes the overall purpose and goals of your project. Revising or adding to what you wrote last semester, describe 1) the specific purpose of the change effort and 2) the long-term, intermediate, and short-term goals of the change effort. The goals listed should be SMART goals. Consider how you will know whether your plan was successful.

Section 2, Human Rights (1-2 pages):

Last semester, you connected your community intervention plan to social work values and ethics. This semester, you will connect it to human rights. Read through the Universal Declaration of Human Rights and related reading in unit 2 and choose at least one of the articles in the Declaration that connects to your plan and that particular human right.

Section 3, Targets and Tactics (3-5 pages):

This section describes the process you would use to implement your project. First, describe a minimum of 5 key players who can make this change happen OR can help you access the people who can make this change happen. Include detail about who the players are, what types of formal or informal power they have, and potential ways to access them to influence them. Second, describe a minimum of four tactics you would use to create your change. The tactics should come from more than one category as described in chapter 6 (collaborative tactics, public education tactics, grassroots tactics, persuasive tactics, electoral tactics, litigation tactics, and demonstrative tactics). For each tactic, discuss the pros and cons to using that tactic, the target it would be used to influence, and how you would go about using it.

Section 3, Skill Development (1 page)

In this final section, outline any additional skills you want to develop in order to be able to implement this plan.

The assignment should include an APA style title page and a reference page in addition to 6-10 pages of APA-formatted text. Where appropriate, feel free to use first person in your writing.

CLASS ENGAGEMENT RUBRIC

Advanced Competence *High*
(A= 94-100; A- = 90- *Competence*
93)

WRITTEN ASSIGNMENT RUBRIC

	<i>Advanced Competence</i> (A= 94-100; A- = 90-93)	<i>High Competence</i> (B+ = 87-89; B= 83-86)	<i>Fair Competence</i> (B-=80-82; C+ = 75-79)	<i>Pre- Competence</i> (C=70-74 F<74)
<i>Intro & conclusion</i>				

	some opposing views considered.	articulate opposing viewpoints.	discussion and the literature.	
<i>Organization & Clarity</i>	Organization is logical and apparent with connections			

	synthesizes key points suggesting perspectives relevant to the theme.	synthesizes key points.	conclusion restates the same points as the intro paragraph without reframing.	
<i>Literature Review</i>	Literature supporting central points is detailed and well-chosen. The discussion and literature are integrated with some opposing views considered.			

	program content and readings.		minor inaccuracies.	
<i>Organization & Clarity</i>	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with		