Contents

-	C	
Dre	face	X1
FIL	lacc	AI

1.

An Introduction to Macro Practice in Social Work 1
What Is Macro Practice? 1
The Interrelationship of Micro and Macro Social Work Practice 2
Macro-Level Change 3 Was against Stand Washington Change 3
Macro-Practice Arenas and Roles 4
CORE COMPETENCY: Policy Practice 5
A Systematic Approach to Macro Social Work Practice 7
The Foundation of Macro Practice 9
The Importance of Terminology 9 CORE COMPETENCY: Diversity and Difference 9
Theories, Models, and Approaches 11
Values and Ethics 13
CORE COMPETENCY: Ethical and Professional Behavior 16
CORE COMPETENCY: Research-informed Practice (or Practice-informed Research) 17
Four Case Examples 19
Case Example 1: Child Protective Services 19
Case Example 2: Case Management with Older Adults and Disabled Persons 21
Case Example 3: Advocacy and Organizing with Immigrant Youth 23
Case Example 4: Chronic Homelessness 24
Surviving in Professional Practice 26
Summary 27
Assessing Communities Assess governance ago
Historical and Contemporary Influences on Macro Practice 29

. Historical and Contemporary influences on Macro Practice 29

The Context within Which Professional Social Work Emerged 29
Social Conditions 30
Ideological Influences 32

The Development of Social Work as a Profession 33

Charity Organization Societies and Settlement Houses 34

Early Social Work Education 35

Recognizing the Importance of Macro Roles 36

Social Work's Commitment to Diverse and Oppressed Populations 40 CORE COMPETENCY: Diversity and Difference in Practice Native Americans Latinos 42 African Americans Asian Americans 44 Women 45 Persons with Disabilities 46 Lesbian, Gay, Bisexual, and Transgender (LGBT) Persons 47 CORE COMPETENCY: Human Rights and Justice 47 Contemporary Challenges 48 Addressing Poverty and Welfare Reform 48 CORE COMPETENCY: Policy Practice 49 Recognizing Income Inequality 50 Assessing Changing Community Patterns of Affiliation and Identification 51 Assessing Changing Organizations and Delivery Systems 52 Wisely Using Technology 54 CORE COMPETENCY: Ethical and Professional Behavior 55 The Importance of Change 56 Summary 57

3. Engaging with Diverse Populations 59

Diversity and Difference 59

Advancing Human Rights and Social and Economic Justice 60

CORE COMPETENCY: Human Rights and Justice 61

Where Does One Begin? 61

A Framework for Engaging Population Groups 62

Task 1: Start Where the Population Is 63

CORE COMPETENCY: Diversity and Difference in Practice 65

Task 2: Assess the Impact of Difference, Discrimination, and Oppression 67

Task 3: Search the Professional Knowledge Base on the Target Population 73

CORE COMPETENCY: Research-informed Practice

(or Practice-informed Research) 73

Task 4: Develop Strategies for Authentic Engagement 77

CORE COMPETENCY: Engagement 82

Summary 84

4. Assessing Community and Organizational Problems 87

The Social Worker's Entry into an Episode of Macro-Level Change 87

Conditions, Problems, Issues, Needs, and Opportunities 89

Narrowing Down to the Most Useful Data and Information 91

Framing and Reframing Problems 91

CORE COMPETENCY: Assessment 9.

vii

A Framework for Assessing Community and Organizational Problems Task 1: Gather Information from Persons within the Community or Organization CORE COMPETENCY: Engagement 98 Task 2: Explore the Professional Knowledge Base on the Condition, Problem, Need, or Opportunity 98 CORE COMPETENCY: Research-informed Practice

(or Practice-informed Research) 106 Task 3: Frame the Problem and Develop Working Hypotheses 107

CORE COMPETENCY: Intervention 110

5. Understanding Communities 116

Conceptualizing Community 116

CORE COMPETENCY: Diversity and Difference in Practice 118

Defining Community 118

Dimensions of Communities

Community Functions 122

When Community Functions Fail 124

Community Theories 125

Systems Theories 125

Human, Population, or Social Ecology Theories 130

CORE COMPETENCY: Engagement 131

Human Behavior Theories 133

Theories about Power, Politics, and Change 137

CORE COMPETENCY: Policy Practice 139

Contemporary Perspectives 140

Strengths, Empowerment, and Resiliency Perspectives 141

Asset Mapping 143

Capacity Building 144

Community Practice Models 147

CORE COMPETENCY: Intervention

Summary 151

6. Assessing Communities 153

Engaging Communities 153

Two Community Vignettes 154

Vignette 1: Canyon City 154

Encountering the Community 155

Narrowing the Focus 155

Mobilizing Resources 156

Vignette 2: Lakeside 156

Assessing Major Changes 156

Witnessing the Impact of Change 157

Implications of the Vignettes 157

CORE COMPETENCY: Diversity and Difference in Practice 158

Framework for Community Assessment 159

Task 1: Identify Focal Community 160

CORE COMPETENCY: Engagement 164

Task 2: Locate Data and Information on Community Needs,

Issues, and Problems 167

CORE COMPETENCY: Research-Informed Practice

(or Practice-Informed Research) 170

Task 3: Assess Community Social and Political Assets 171

CORE COMPETENCY: Policy Practice 173

Task 4: Assess Community Structure and Capacity 177

Examine Service Delivery Units 177

Identify Patterns of Influence, Control, and Service Delivery 180

Determine Linkages between Units 181

Summary 184

7. Understanding Organizations 188 (4) (188)

Conceptualizing organizations 188

Using Theories as Frames and Filters 189

Structural Theories and Perspectives 192

Bureaucratic Theory 192

Scientific and Universalistic Management 194

CORE COMPETENCY: Research-Informed Practice

(or Practice-Informed Research) 197

Organizational Goals and the Natural-Systems

Perspective 197

Management by Objectives (MBO) 198

Organizations as Open Systems 200

Contingency Theory 201

CORE COMPETENCY: Engagement 204

Human Resource Theories and Perspectives 205

Human Relations Theory 205

Theory X and Theory Y 207

Quality-Oriented Management 208

Political Theories and Perspectives 211

Decision-making Theory 211

Resource Dependency and Political-Economy Theories 212

Critical and Feminist Theories 214

Symbolic Theories and Perspectives 216

Organizational Culture Theory 217

CORE COMPETENCY: Diversity and Difference in Practice 220

Organizational Learning Theory 222

CORE COMPETENCY: Ethical and Professional Behavior 223

Summary 224

8. Assessing Human Service Organizations 226

Engaging Human Service Organizations 226

Two Vignettes of Human Service Organizations 228

Vignette 1: Canyon County Department of

Child Welfare 228

Creating a Dynamic Organization 228

Dismantling a Dynamic Organization 229

Involvement of the County Board 229

CORE COMPETENCY: Ethical and Professional Behavior 229

Vignette 2: Lakeside Family Services 230

Historical Development 230

Major Changes Occur 230

The Search for Strategies 230

Implications of the Vignettes 231

Framework for Organizational Assessment 232

Task 1: Identify Focal Organization 232

CORE COMPETENCY: Assessment 235

CORE COMPETENCY: Human Rights and Justice 236

Task 2: Assess the Organization's Environmental Relationships 238

Task 3: Assess Internal Organizational Capacity 246

Task 4: Assess the Cultural Competency of this Organization 259

CORE COMPETENCY: Diversity and Difference in Practice 261

Summary 263

9. Building Support for the Proposed Change 267

Designing the Intervention 267

Task 1: Develop the Intervention Hypothesis 268

CORE COMPETENCY: Research-informed Practice

(or Practice-informed Research). 272

Building Support 272

Task 2: Define Participants 273

CORE COMPETENCY: Engagement 284

Examining System Capacity for Change 286

Task 3: Determine Openness and Commitment to Change 287

Task 4: Strengthen Collective Identity 288

CORE COMPETENCY: Assessment 290

Task 5: Identify Outside Opposition to Change 292

CORE COMPETENCY: Intervention 293

Summary 296

Assessing the Political and Economic Context 299

Task 1: Assess Political and Economic Feasibility 301

CORE COMPETENCY: Human Rights and Justice 303

Selecting Approaches to Change 304

Task 2: Select a Change Approach 305

CORE COMPETENCY: Policy Practice 305

CORE COMPETENCY: Ethical and Professional Behavior 307

Selecting Strategies and Tactics 309

Task 3: Select Strategies and Tactics 309

CORE COMPETENCY: Intervention 318

11. Planning and Implementing the Intervention 329

Understanding the Logic Model 329

CORE COMPETENCY: Research-informed Practice

(or Practice-informed Research) 330

Applying the Logic Model to a Case Example 331

Applying the Logic Model to a Case Example 331

A Framework for Planning the Details of the Intervention 333

Task 1: Revisit the Working Hypothesis of Intervention 335

CORE COMPETENCY: Assessment 336

Task 2: Set a Goal for the Intervention 336

Task 3: Write Outcome and Process Objectives 336

CORE COMPETENCY: Intervention 343

Task 4: List Activities for Process Objectives 343

Task 5: Initiate the Action Plan 346

CORE COMPETENCY: Intervention 347

Summary 350

Summary 326

12. Monitoring and Evaluating the Intervention 358

The Importance of Monitoring and Evaluation 358

Types of Evaluation 359

CORE COMPETENCY: Evaluation 359

How Changes Can Go Wrong 360

A Framework for Evaluating The Change Effort 361

A Framework for Evaluating The Change Effort 361

Task 1: Conduct a Process Evaluation 362

Task 2: Conduct an Outcome Evaluation 368

CORE COMPETENCY: Evaluation 369

CORE COMPETENCY: Evaluation 375

CORE COMPETENCY: Evaluation 379

Summary 381

References 383 Glossary 398 Index 405