Advancing Social Welfare Policy through Critical Social Work Education and Practice

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Advancing Social Welfare Policy
through Critical Social Work Education and Practice

by

Rebecca Hoffman

A Banded Dissertation in Partial Fulfillment
of the Requirements for the Degree
Doctor of Social Work

St. Catherine University | University of St. Thomas
School of Social Work

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Abstract

Practitioners in the critical tradition seek to identify the shortcomings of systems and beliefs that contribute to an ineffective social welfare system (Forte, 2007). This dissertation examines the intersectional systems of macro social work education practice. It explores the early history of macro social work education and practice and provides a contemporary practice application for shaping agency-level policies that address the subjugation of marginalized populations.

The first product is a critical analysis of Council on Social Work Education’s Community Organizing Curriculum Development Project (COCDP). It illustrates the focalization of macro social work education during a transitional period in which social work both professionalized and narrowed its macro practice approach. It examines the COCDP in the context of the professional, political, and economic influences that shaped the era.

The second article provides case study of best practices research at the agency level. It illustrates how, left unchecked, domestic violence shelter policies and practices continue to subjugate women who are fleeing intimate partner violence through a system of rules and punishments. It examines staff perceptions of a Voluntary Services Model as an alternative, emancipatory approach to shaping policies and procedures that empower victim/survivors of IPV.

The final section of this dissertation is an overview of a presentation of the author’s research on the COCDP. A historical analysis of the sociopolitical landscape that informed the COCDP and profession’s approach to empowering marginalized groups through macro social work practice was presented. The implications of the nearly simultaneous professionalization of
social work practice and education in shaping social welfare policy through macro practice were discussed.

    Social workers are ethically bound to addresses systems that subjugate marginalized populations. This research indicates that social work educators and practitioners must address systems within the profession that continue to subjugate. Implications for social work education suggest a need to revisit the profession’s macro practice curriculum. Implications for social work practice suggest that organizations attend to internal frameworks that may re-oppress. Key findings address structural artifacts within social work education and practice that subjugate marginalized populations.

*Keywords: community organizing curriculum, macro practice, power and control, Voluntary Services Model, best practices research, intimate partner violence, Social Group Work*
Dedication

To those who endure the hardships of homelessness and those who are dedicated to their care, this journey begins and ends with you.
Acknowledgments

Brodie, you are the ultimate champion of my hopes and dreams!

Calder and Quinn, you two are my heart and soul embodied. Thank you for hanging in there with me for these last three years.

Mary Ann Reitmeir, you set the proverbial bar so high I will never quite reach it and, yet, you conveyed from the start that you believed that I could.

Amanda, Carey, and all of DSW Cohort Two—thank you for being so integral to this journey of a lifetime!

Janice Andrews, thank you for the major assist from the great beyond.
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Advancing Social Welfare Policy through Social Work Education and Practice

This banded dissertation examines the tools, and the sociopolitical contexts in which they exist, that frame social work practice and education. With its focus on the interconnectedness between social work practice and education, it places citizens who are oppressed at the forefront. The author contends, throughout all three products, that social work practitioners and educators must create opportunities to reexamine frameworks for practice and education to ensure they contribute to the emancipation of marginalized communities.

What is now known as the critical approach to social work practice emerged during the settlement movement as an alternative to the individualized approach espoused by the Charitable Organization Societies (Gray, Midgley, & Webb, 2012). Critical social workers’ views of social justice expand well beyond the profession’s expectations to integrate social justice into practice as delineated in its code of ethics (NASW, 2018). Critical social workers seek to expose not only society’s structural, economic, political, and social oppressions but also their own profession’s oppressive practices and to transform these shortcomings into just and inclusive practice. “Critical social workers see social work practice as a site of social oppression and, potentially, of social transformation” (Gray, Midgley, & Webb, 2012, p. 192).

The structural focus on education and practice through this dissertation stems from the fact that the creation of social work education’s macro practice framework has received little critical scrutiny. Developed in an era in which women were continually subjected to patriarchal constructs of power and control, social work—viewed largely as a woman’s profession—macro social work education was heavily shaped by such constructs. As a
result, the profession’s own macro practice framework falls short in its ability to shape and impact social welfare policy development.

The critical social work movement seeks to build the capacity of oppressed service users by intentionally creating opportunities for service users to exercise greater influence in defining their needs while having a voice in creating effective services that address those needs (Gray, Midgley, & Webb, 2012). In rejecting oppression in all forms, social workers in the critical tradition value:

- A commitment to standing alongside oppressed and excluded individuals and communities.
- Dialogical relationships between social workers and service users or community members.
- Recognition of the profoundly influential role of social, economic, and political systems in shaping individual and community experiences and opportunities, and the relationships between service providers and users.
- A commitment to the transformation of the processes and structures perpetuating domination and exploitation both at the level of human service provision and the broader society (Gray, Midgley, & Webb, 2012, p. 192).

In reality, social workers often work in isolation within human service organizations governed by people from a vast array of professional backgrounds—from criminal justice to business administration and every profession in-between. Organizational systems often do not reflect person-centered, emancipatory approaches and, as a result, agency policies and procedures inadvertently continue to subjugate participants. In order to affect the transformation of human service organizations, critical approaches call upon practitioners and educators to collaborate with one another in conducting research on the very systems within
which services are delivered.

Critical practitioners bring to light practices and beliefs that subjugate people in an effort to inspire radical change (Forte, 2007). Practitioners in the critical tradition also seek to educate participants about the shortcomings of systems and beliefs that contribute to an ineffective social welfare system and a derisory provision of resources and support for oppressed and marginalized citizens. Therefore, this dissertation focuses on the shortcomings of social work education and social work practice in addressing the structural frameworks from within the profession that contribute to the further subjugation of oppressed populations.

**Conceptual Framework**

This banded dissertation examines the tools, and the sociopolitical contexts in which they exist, that frame social work practice and education. With its focus on the interconnectedness between social work practice and education, it places citizens who are oppressed at the forefront. The framework for the dissertation is grounded in critical theory, an empowerment perspective. Critical theory merges a Marxist approach to social theory along with an array of theoretical perspectives that strive for empowerment including critical feminist theory and critical race theory (Forte, 2007). Such a framework seeks to empower the practitioner and participant to seek and create solutions to social justices that were not previously considered and/or implemented. Critical perspectives are generally concerned with broad sweeping anti-establishment change. Such an approach, also known as an “emancipatory” approach, involves consciousness-raising around issues of subjugation and oppression with the goal of transforming citizens into activists—hence its role as an empowerment theory (Forte, 2007). Throughout this banded dissertation, the author seeks to raise consciousness surrounding the historical roots of macro social work practice and
education and the socio-political forces that led to the disconnect between the two. Critical Theory encompasses an array of emancipatory theories, each of which endorses the major assumptions of critical theory to one degree or another (Forte, 2007). One major assumption is a preference for structural analysis of problems.

**Preference for structural analysis of problems.** Although C. Wright Mills was not a critical theorist, per se, he is credited for being “an angry and radical sociologist, a maverick, and an outsider” (Forte, 2007, p. 501) whose work contributed to the development of critical theory. His philosophical lens allowed him to observe and deconstruct societal oppression and political manipulation that characterized the political economy of the United States. He coined the term “sociological imagination” or the ability to understand “the large historical scene in terms of its meaning to the inner life” (Forte, 2007, p. 501). This imagination directly links social, political, and economic policies or shortcomings both with personal problems and pleasures, a problem often replayed in social work practice. In social work education and practice, practitioners repeat the shortcomings of the profession when investigation into the larger historical scene that provided the foundation for both practice and education is lacking.

**Key Concepts and Major Propositions**

Critical theory contains key concepts and major propositions that largely speak to transactions between the person and her/his environment. A central proposition of critical theory is that, if community members are connected to each other, then it is because of civic-minded communication (Forte, 2007). Families, neighborhoods, communities, organizations, political parties, civic systems collectively form a shared language through which their citizens bond with each other. Vital to this transactional flow of communication is the act of problem solving around issues central to common life (Forte, 2007).
The critical theorist’s eco-map places citizens at the center of all transactions. From here, all interactions revolve around the government’s responsibility to “ensure opportunities to all citizens for a healthy and socially useful life, and all citizens have the concurrent responsibility to ensure that community needs are met and democracy is protected” (Forte, 2007, p. 524). Social workers seek opportunities to support citizens in this right to full participation in decisions and actions that sustain the common good.

Citizenship takes place within an environment that is conceptualized by “intersecting spheres of influence” (Forte, 2007, p. 525). These include the private sphere, dominant public sphere, oppositional public sphere, and social welfare system sphere. The private sphere is comprised of friends, family, and extended family. The dominant public sphere is comprised of political parties, civic associations, public forums, the state, mass media, and corporations while the oppositional public sphere is comprised of social movements, alternative media, cooperatives, and alternative schools. Critical theory is cognizant of the power relationships between citizens and the public spheres, maintaining that authentic communication is only possible when power is balanced and conversely a power imbalance is characterized by distorted communication (Forte, 2007).

Ultimately, critical theorists are concerned with affecting radical, anti-establishment change. Such change is represented by the oppositional public sphere (Forte, 2007). Critical social workers seek to ignite a passion for change through exposing power imbalances and social injustices that affect communication (authentic or distorted). If social injustices are identified, then citizens will passionately challenge public forums to become more inclusive of all citizens.
Summary of Banded Dissertation Products

This dissertation is comprised of three distinct products. The first is an archival research project examining CSWE’s Community Organizing Curriculum Development Project. The second is a case study of the benefits and challenges of implementing a Voluntary Services Model in a shelter for victim/survivors of domestic violence. The final product is a presentation at the Minnesota Social Service Association’s Annual Training Conference on the history of macro social work education with contemporary implications for civic engagement between human service organizations and social work educators.

Social Group Work and CSWE’s Community Organizing Curriculum Project

The first article examines the influences of the political economy surrounding both the professionalization of macro social work practice and the Council on Social Work Education’s Community Organizing Curriculum Development Project (COCDP). The purpose of this paper is to examine the historical texts of the COCDP within the political and economic contexts that shaped the professionalization of macro social work practice. Furthering our understanding of these two influences on macro social work education remains germane, as this curriculum continues to serve as the foundation for the competencies and practice behaviors that define macro social work education (Council on Social Work Education [CSWE], 2015). As the political economy fluctuates—becoming increasingly more destabilizing for marginalized individuals, groups, and communities—the social work profession will benefit from a re-examination of macro social work education. Philosopher George Santayana famously proclaimed, “Those who cannot remember the past are condemned to repeat it” (1955, p. 284).
Indeed, what history can help us understand about the past can be used to make better-informed decisions about the future.

**Challenging Power and Control within the Domestic Violence Shelter**

The second product examines the re-tooling of social welfare policy at the agency level to better support victim/survivors of intimate partner violence (IPV). The provision of domestic violence (DV) shelter services for women experiencing IPV dates back to the 1960s (“History of the Battered Women’s Movement”, 1999). Theoretically, most shelters strive to provide services that support the empowerment of women experiencing IPV (Lyon, Lane, & Menard, 2008). However, the study of best practice models for DV shelter operations has been virtually non-existent. Many shelter systems have evolved to function much like Goffman’s Total Institution (Stark, 1994), controlling nearly every aspect of women’s lives by relying heavily on a system of rules and punishments.

There are multiple dimensions of power and control exerted by perpetrators of IPV—the use of intimidation, emotional abuse, isolation, children, privilege, economic abuse, coercion and threats and minimizing/denying/blaming (“The Duluth Model,” 2011). Women experiencing IPV often report an “overlap between staff enforcement of rules and abusive dynamics they had experienced in their previous relationships” (Glenn & Goodman, 2015, p. 1491). Consequently, shelter rules have the opposite of their intended consequences by adding to the emotional stress of the situation and increasing social isolation.

A Voluntary Services Model (VSM) is a transitional housing model based on the notion that women who are survivors of IPV have full control over decisions about their lives (Donovan, 2013). A VSM promotes the building of relationships between women who are surviving IPV and those providing care for them (Missouri Coalition Against Domestic Violence
& Sexual Assault [MOCADSV], 2015). Such relationships provide a foundation for advocates to support and empower women in meeting their needs. The aim of this research is to explore the benefits and challenges of operating a DV shelter for victims of IPV within the context of a VSM.

**Partnerships between Social Work Educators and Practitioners**

The final product is a presentation on civic engagement through partnerships between social work educators and practitioners aimed to identify the historical models of civic engagement in social work practice in order to inform contemporary approaches to social welfare policy development. It identifies political and economic contexts in which models for civic engagement emerged, pinpoints the development of macro social work education through Council on Social Work Education’s Community Organizing Curriculum Development Project, and identifies contemporary implications for social welfare policy development through partnerships between social work educators and practitioners.

**Discussion**

Advancing social welfare policy is a core mission of social work practice and education. Defining, examining, and advancing principles of social justice requires a workforce that is versed in addressing the structural elements of social welfare policy—both the sociopolitical context in which policy is developed and the organizational context in which it is operationalized. Both of these require a workforce that is energized by and prepared for social change.

Because of social work’s role in addressing systemic barriers to social change, it is vital that social work educators and practitioners seek and create solutions to social injustices that have not been previously considered and/or implemented. This involves scrutiny of the
socio-political roots and ramifications of macro social work education in order to highlight systemic barriers to empowerment within the profession.

Beyond the ethical obligation of social work practitioners to address the systemic causes of oppression, practitioners require effective tools with which to achieve such aspirations. The conceptual research done for this dissertation looked at the interplay between early macro social work practice methods and macro social work education within the conceptual framework of critical theory. To increase the efficacy of social workers in addressing macro practice issues related to social welfare policy development, it is critical to determine the efficacy of the practice frameworks that have been developed for macro social work education. This begins here with an exploration of the roots of macro social work education and the socio-political landscape that helped shape the profession’s macro social work education curriculum.

**Implications for Social Work Education**

The findings from this research have numerous implications for social work research and education. Social work education struggles to create a framework for transformative social change. The professionalization of social work education and practice, with the nearly simultaneous creation of the Council on Social Work Education and the National Association of Social Workers in the 1950s, severed the historical roots of macro social work practice from the profession. Through the elimination of social group work methodology and its replacement methodology of community organizing, macro social work practice mirrors the helping relationship model of engagement, assessment, intervention planning, and action. This model has proven inadequate in addressing the social injustices that underlie the community and its socio-political economy.
Examination of the University of Minnesota’s Social Welfare Archive files on the COCDP suggest that the socio-political context in which the COCDP operated in the 1950’s played a major role in shaping an ineffective foundation for macro social work education. The COCDP rejected the highly successful social group work as a macro practice method in favor of community organizing method. Implications for social work education suggest that the community organizing model be revisited as a viable macro practice approach to systems change. Additionally, there is a lack of current research on social group work as a practice method for systems change. Research findings show that there was a historic context in which social group work method was highly successful at systems change (Andrews, 2001). Additional research is needed regarding this historical method and implications for modern macro social work education.

Social work education plays a critical role in preparing future practitioners for identifying and addressing social injustices. This preparation must include techniques for auditing and evaluating systems (i.e., internal policies and procedures) of human service organizations within BSW generalist practice courses such as Social Welfare Policy. Often these systems are strongly reflected in documentation tools which are heavily used by entry-level social workers. It is critical that entry-level practitioners are prepared for a supporting role in organizational policy and procedure development within BSW education. Direct support professionals are best poised within an organization to identify and then contribute to the alteration of policies and procedures that continue to subjugate marginalized populations.

Macro social work practice garners the least attention as a construct of social work practice. The profession as a whole struggles to articulate the scope of macro social work practice as well as a succinct methodology. Social work education, subsequently, falls short in
recruiting and preparing students for careers in macro practice that affect social welfare policy development. Students are often discouraged from field placements that are macro in nature as educators underscore the emphasis on micro and mezzo practice arenas. As a result, the profession does not attract professionals who are passionate about systems change. In fact, practitioners who do engage in systems change often fail to professionally identify as social workers to avoid being confused with their micro and mezzo practice counterparts.

Social work educators must also seek ways in which to prepare macro social workers for administrative practices that advance social justice within human service organizations at both the BSW and MSW levels. Structurally, social workers often work in isolation within organizational structures that inadvertently promote social control rather than advocate for social change. Such a focus, at the BSW level, would serve to energize and recruit a workforce who otherwise would not be interested in micro and mezzo practice. This would also serve to strengthen the development of policies and procedures within the human service agency that reflect ethical social work practice. Furthermore, this would help to address the fact that social work practitioners are often overlooked for administrative positions because social work education has focused so heavily on micro and mezzo practice.

**Implications for Future Research**

The socio-political landscape leading up to CSWE’s macro social work practice curriculum creates an argument for the critical examination of community organizing as an appropriate macro practice method for addressing the complex social welfare policy development needs of modern times. Research is needed to address the efficacy of community organizing, the profession’s macro practice approach which is grounded in the helping relationship model of case management, at navigating the complexity of
simultaneously operating within competing spheres to effectively address social welfare policy development.

Preparing social work professionals for careers in social welfare policy development—at both the community and the agency level—requires research of new (and old) macro practice models for BSW and MSW social work education. Social group work methodology deserves to be revisited as a viable, interprofessional macro practice methodology that prepares practitioners for careers in social welfare policy development. This also underscores the need to examine the strengths and weaknesses of community organizing methodology to determine its appropriate role in macro social work practice.

Addressing systematic oppression from within the social work profession through social welfare policy development is an oft-overlooked research subject. The NASW Code of Ethics calls upon practitioners to ensure that the organization’s administrative functions do not interfere with ethical social work practice (NASW, 2018). Yet BSW practitioners are not adequately prepared to examine organizational policies and procedures, audit practices, and organize agency-level interventions that both prevent and eliminate discrimination. Social work researchers must examine and develop methodologies for addressing structural, systematic oppression within the practice arena.

Finally, there is a need for research on methodology for creating structural reforms at the agency level that seek to emancipate service users as a component of macro social work practice. The lack of best practices in delivering emergency shelter services for individuals and families experiencing homelessness due to intimate partner violence exemplifies this point. The Voluntary Services Model was adapted from a transitional housing model into the shelter setting due to this lack of evidence-based approaches to delivering shelter services.
The author of this dissertation worked in a shelter setting for nearly two decades and recognized the tendency for shelter settings to function according to Irving Goffman’s theory of the Total Institution (1961). This study revealed emergency shelter advocates’ perceptions of the benefits and challenges of eliminating this system of rules, incentives, and punishments through the implementation of a Voluntary Services Model (VSM) in a shelter for women. Further research is needed to explore the processes surrounding the creation and dissemination of best practices methods for delivery of human services, including emergency shelter services. Further studies are also needed to explore the perceptions of the service users of such agencies, including victims/survivors of IPV, of these structural methodologies.

**Conclusion**

Vital to the intersectional flow of communication within a community is the act of problem solving around issues central to living (Forte, 2007). Social work bills itself as being suited for such problem solving around community issues. However, structural attention to the historical roots of macro social work practice and education, and their contemporary implications, is an ethical, essential approach to ensuring professional accountability for addressing systematic barriers to emancipation for marginalized communities. Macro social work practice, with its focus on interventions that are broad in scope, requires a new methodology that is born out of effective social welfare policy development practice and that is not marred by historical remnants of oppression and marginalization of both service providers as well as service populations. A new emphasis on macro social work practice, as a tool for systems change through social welfare policy development, requires a new approach for educating professionals for careers in macro social work practice. Such a revitalization of
macro social work education would render a workforce who is both passionate about and committed to macro systems change both within organizations and communities.
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Critical History: Social Group Work and CSWE’s

Community Organizing Curriculum Development Project

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Challenging Power and Control within the Domestic Violence Shelter:

A Voluntary Services Model

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Author’s Note: This section has been embargoed.
Civic Engagement through Partnerships between Social Work Educators and Practitioners

Rebecca Hoffman

St. Catherine University – University of St. Thomas
Abstract

Historical models of civic engagement in social work practice have created the foundation for contemporary macro social work practice. However, few practitioners are aware of the political and economic contexts in which these models for civic engagement emerged. This presentation pinpoints the development of macro social work education through Council on Social Work Education’s Community Organizing Curriculum Development Project in the 1950’s. It seeks to identify contemporary implications for civic engagement through partnerships between social work educators and practitioners.

*Keywords: civic engagement, social work education, history of social work education*
Presentation Abstract

The empowerment of people who are oppressed is rooted in the social work profession’s core values. Today, more than ever, civic engagement among social work professionals is crucial. This presentation examines the historical intersections of civic engagement and social work education from a lens of critical theory. Implications for contemporary engaged civic action with social work educators are explored.
Civic Engagement through Partnerships between Social Work Educators & Practitioners

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Our Learning Community

► Who am I?
► Who are you?
Slide 3

Workshop Objectives

- Identify historical models of civic engagement in social work practice;
- Identify political and economic contexts in which these models of civic engagement emerged;
- Pinpoint the development of macro social work education through the Council on Social Work Education’s Community Organizing Curriculum Development Project;
- Identify contemporary implications for civic engagement through partnerships between social work educators and practitioners.

Slide 4

A Critical Perspective

This presentation examines the historical intersections of civic engagement and social work education from a lens of critical theory.

- Empowerment: Standing alongside oppressed people & communities
- Structural: Political, economic, & social systems shape individual & community experiences
- Dialogical: Rich dialogue between service providers and community members
- Transformation: Commitment to reforming structures that perpetuate domination
Slide 5

The empowerment of people who are oppressed is rooted in the social work profession’s core values

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

Slide 6

“Those who cannot remember the past are condemned to repeat it”

George Santayana

HISTORY
Historical Models of Civic Engagement

Social Group Work

- Interdisciplinary
- Social Reform-Oriented
- Collective Social Action
- Grounded in Social Relatedness & Human Attachment
- Emerged at the Turn-of-the-Century, 1900s
The work of the settlement houses embodied many of the principles that later informed social group work practice: the emphasis on social participation and association, democratic process, learning and growth, direct interaction among persons from diverse backgrounds, and the impact of social environment on persons.

Social Group Workers

- Settlement House Workers
- Self-Help Groups
- Parks And Recreation Facilitators
- Educators
- Neighborhood Center Workers
- Labor Union Organizers
- Scouts
- Health Care Workers/Midwives
...emphasis on the importance of building and sustaining relationships—with clients, constituents, and colleagues—based on principles of mutuality and collaboration rather than status hierarchy.

Reich & Garvin, 2016, p. 201

Socially Just Organizations

Some of the Social Reforms Enacted by Social Group Workers

- Kindergarten
- Old-Age Pensions
- Worker’s Compensation
- Juvenile Courts
- Child Labor Laws
- Worker’s Unions
- Minimum Wage
- Social Security Act
- Shephard-Towner Bill

Workers in a hosiery mill in Georgia (Hine, 1913)
Historical Models of Civic Engagement

COMMUNITY ORGANIZING

Community Organizing Method

- Grounded in *individualized casework* theory (Wenocur & Reisch, 2001)
- Engagement, Assessment, Intervention Planning, Action, Evaluation/Termination
- SOWK couldn’t agree on use of CO to *redistribute wealth* through legislative advocacy or to *develop services* within organizations (Wenocur & Reisch, 2001)
- *Social Action* and *Community Organizing* had separate organized sections within National Council on SO WK, 1935-45 (Wenocur & Reisch, 2001)
Slide 15

Community Organizing

- Emerged as a specific field of practice during WWI
- Borrowed some techniques from the settlement movement
- Focused on social planning, beginning in the 1920s
- Social survey became a major planning tool
- Began in schools of philanthropy, later graduate schools of social work
- Social workers were no longer engaging in reform efforts, but rather working with and within government institutions
- Viewed the client as a victim and social worker as the expert

Slide 16

Political & Economic Contexts of Macro Social Work Education

CIRCA 1900 - 1950
Rapid Growth of Urban Areas

Percentage of Total Population: Rural vs. Urban
Elite Men’s Clubs Dominated Business & Banking

- Created access to resources external to the firm
- Promoted a political and economic subculture of elite professionals
- Developed cohesion among elite bankers and investors through extracurricular activities
- Grounded in social activities that facilitated business transactions

Union Club of the City of New York on Park Avenue.

Four gentlemen play the course at Baltusrol Golf Club, Springfield, c. 1900.
The Russell Sage Foundation (1907)

- Over three decades, nearly $6 million in grants was directed towards social work organizations, associations, and planning efforts based in the Charity Organization Society’s casework model (Wenocur & Reisch, 2001).
- During this time no RSF funding was directed towards the social reform-oriented settlement movement, nor was funding from any other source (Wenocur & Reisch, 2001).
- Paradoxically, external to the social work profession, RSF became a foremost leader in the research of social welfare issues throughout the progressive era and beyond (Anderson, 2008).

Is Social Work a Profession? (1917)

- Unlike law, medicine, and preaching, social work is not a profession.
- Had a profound impact on shaping social work as a “science” with an emphasis on individual casework.
Slide 23

"...the social worker is at times perhaps somewhat too self-confident; social work has suffered to some extent from one of the vices associated with journalism, excessive facility in speech and in action..."

Is Social Work a Profession?

Slide 24

"...is it not possible that part of the vast army of reaction is made up of those needlessly terrified by the occasionally reckless- and perhaps somewhat baseless- confidence of the reformer?"
Slide 25

Social Diagnosis Published (1917)

- Authored by Mary Richmond, published in 1917 by the Russell Sage Foundation
- Case management methods book
- Propelled social work towards a more scientific approach and away from social reform

Slide 26

The Great Depression (1930s)

- Mainstream Social Workers: Widely endorsed and accepted the New Deal and its aspirations
  - Vs.
  - Social Group Workers: Capitalism needed to be replaced altogether with a socialist form of public ownership of national resources
Rank and File Movement (1930s)

- Rank and Files as keenly aware that a mere $75 monthly paycheck separated them from their clients
- Discussion clubs
- Enacted a series of political actions on key civic issues including unemployment, low wages, poor working conditions, birth control, and civil rights issues including lynching
- Chicago’s Social Service Workers union became the first workers’ union to emerge from the collective action of discussion groups
- Unionization of relief workers soon followed in most urban centers throughout the country
Blacklisting

- Rank and file workers were attacked, demoted, fired, and blacklisted for their promotion of civil rights and domestic concerns over military action overseas.
- "McCarthyism" as it came to be known, resulted in the suppression of political dissent and caused social workers to withdraw their union membership.
- Union membership declined from 45,000 in 1945 to 12,000 by 1950.
- By the mid-1950's even the National Association of Social Workers (NASW) was assisting the FBI in "weeding out" suspected radicals from social welfare organizations.
- Over 150 college and university teachers, many of whom were social workers, were brought before investigating committees, 65 of whom lost their jobs as a result.
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Formalizing Social Work Education

1952

Slide 32

Professionalizing Social Work Practice

1955
Slide 33

Historical Roots of Macro Social Work Education
COMMUNITY ORGANIZING CURRICULUM DEVELOPMENT COMMITTEE

Slide 34

The Community Organizing Curriculum Development Project (COCDP)
CSWE
COUNCIL ON SOCIAL WORK EDUCATION
1965-1969
Of little that is certain, I think that they [Ford Foundation] reached the conclusion that ‘social welfare is too important to be left to the social workers.’ (I paraphrase Clemenceau, not Yivisaker). With this, I cannot dissent. On the other hand, social workers are too important to be left out of social welfare.

Misogynistic Views of Gender Roles

...the dichotomy between enabler and expert as alternative roles of the community organization worker misses the point that the introduction of expert knowledge into a problem situation may be the most powerful enabling tool available in developing problem-solving capacities...

Role of Consumer Continued to be a Key Difference Between Community Organizing & Social Group Work
Slide 37

“...demands for substantial change in political power and the redistribution of economic resources comes about only through the forces that are mobilized by change-oriented social movements...”

Social Reform outside of the scope of social work?

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Slide 38

“...service programs are not a source from which one can reasonably expect to generate a social movement... [however], “it is very reasonable to expect that social movements will generate service programs”

Social Reform outside of the scope of social work?
Contemporary Implications for Civic Engagement

Partnerships between Institutes of Higher Education and Community Practitioners

Slide 40

Audience Question:

Who currently is engaged in a professional partnership with a faculty or administrator in a college or university?
Rebuilding the Relationship Between
Practice & Education Around Reform

Practice-informed research and research-
informed practice requires partnerships
between educators and practitioners.

Historical Connections Between
Practice & Research

Jane Addams

John Dewey

Nothing could be worse than the
tax that one has given up to force
and left one unexplored effort that
might have saved the world.

Jane Addams

Give the pupils something to do, not
something to learn; and the doing is
of such a nature as to demand
thinking. Learning naturally results.

John Dewey
Professional Development Plans

- MN State faculty are contractually obligated to perform in five criteria:
  1. Effective Teaching
  2. Scholarly or Creative Achievement or Research
  3. Evidence of Continuing Preparation and Study
  4. Contribution to Student Growth and Development, and
  5. Service to the University and Community

Criterion 2. Scholarly or creative achievement or research.

- This category supports one’s teaching
- Contributes to one’s special field of knowledge. The advancement of knowledge and education
- Calls for many kinds of scholarship/creative activity/research.
- Evidence of success in meeting this criterion may include, but is not limited to:
Slide 45

Criterion 2. Scholarly or creative achievement or research.

- Published works
- Works in progress
- Unpublished reports
- Other scholarly works
- Submitting and/or receiving patents
- Delivering presentations at professional meetings
- Applying for, writing, receiving and reporting on grants
- Presenting invited lectures
- Participating in panels and symposia
- Participating in policy analysis
- Participating on evaluation panels for research funding

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Criterion 2. Scholarly or creative achievement or research.

- Abstracts
- Research briefs
- Letters to the editor published in disciplinary and professional journals
- Software and other technologically delivered academic products
- Consulting
- Conducting research projects
- Researching multiculturalism, anti-oppression, and/or inclusion topics
- Acceptance of grants and/or the faculty member’s participation in a contract between the university and a third party
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**Criterion 5. Services to the University and Community**

- Serving on and contributing to program, department, school/college, university, and committees and governance
- Mentoring colleagues and students
- Participating in and consulting with community organizations
- Providing community presentations and outreach
- Developing and supporting community partnerships

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**Minnesota State’s Campus Compact on Civic Engagement**

- We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world
- We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good
- We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically
We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequities that threaten our democratic future.

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting expectations for members of the campus community to contribute to their achievement.

“...an opportunity for all campuses to maximize the impact of engagement for students, communities, and our shared world. We encourage all colleges and universities to move forward... in the spirit of launching new initiatives...improving existing efforts...emphasizing sustainable change.”

The Civic Action Plan development process is...
Opportunities: Campus Compact

- HandsOn Twin Cities
  Tracy Nielsen, Executive Director, tracy@handsontwincities.org, 612-379-4900 x 17
  Mission of mobilizing people to solve the most pressing challenges in our community through volunteerism. Working with Minnesota Campus Compact allows us to discover how we can better support the changing and evolving volunteer needs of our partners in higher education.

- HECUA (Higher Education Consortium for Urban Affairs)
  Andrew Williams, Executive Director, awilliams@hecua.org, 651-287-3315
  Of HECUA’s 11 programs around the world, four are based in the Twin Cities, working, just as Minnesota Campus Compact does, for opportunity and equity for Minnesota’s increasingly diverse population. Because of this overlap in mission and because of the overlap in membership—all of HECUA’s Minnesota member colleges are also Minnesota Campus Compact members—we hope to contribute to Campus Compact’s discussions on the integration of civic engagement and college curriculum. Of course, we have also chosen to become an affiliate to learn from those discussions, so that we can do our own work better.

- Minnesota Alliance With Youth
  Sarah Dixon, President & CEO, sdixon@mnyouth.net, 651-528-8589
  Minnesota Alliance With Youth works to ignite the spark in all young people in Minnesota to become actively engaged, develop strong voices, and acquire skills needed for success in school, work, and life.

- Minnesota State
  Ron Anderson, Senior Vice Chancellor, ron.anderson@so.mnscu.edu, 651-201-1488

Opportunities: Practitioner Advisory Committees

- PACs exist to enhance and strengthen social work programs. This is accomplished by providing a forum for the exchange of ideas, information, and advice among community practitioners, faculty members, and students. Community practitioners:
  - Inform the Department of curricular needs pertinent to social services in the region
  - Apprise Department of suggestions and concerns relative to the work and function of students in Field Practicum placements
  - Suggest new areas of experimental and exploratory course work, research, training, and service projects
  - Such other functions as the Department or the committee deems pertinent to sound professional education
  - Contact your closest social work program chair to express interest in serving on a PAC
Field Education

- Internship Opportunities
- Social Work
- Chemical Dependency
- Dual (SOWK and CD)