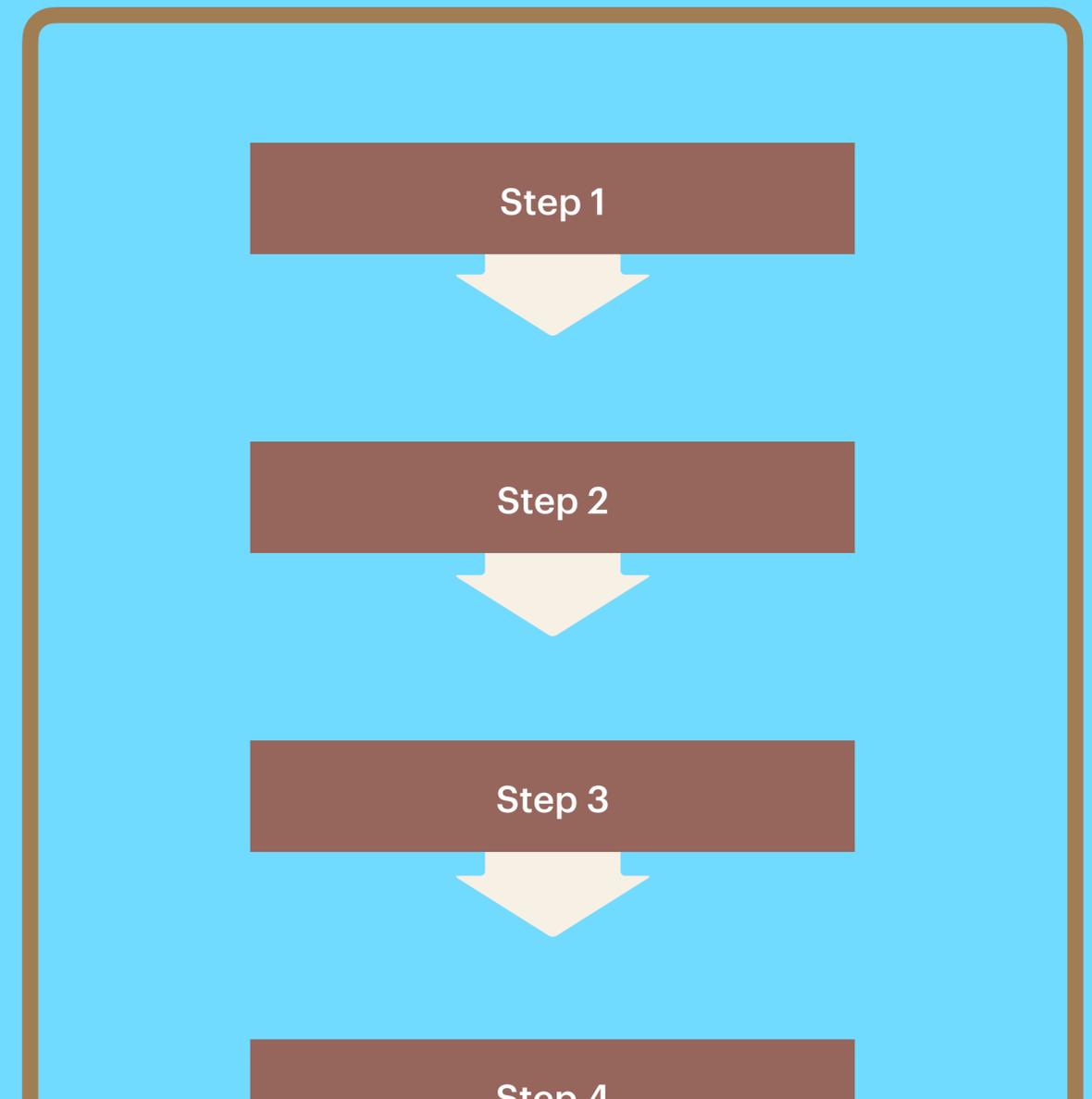


Implementing Macro Interventions

Using Agency, Policy,
Projects and Programs

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Spring 2026 SOWK 531 Week 05



Plan for Week Five

Our tentative plan for this week synchronous class session.

Agenda

- Review of proposal assignment
- The why of organizational change
- How of organizational change
- **Cultural competence in social service organizations**
- **Case study**

Learning Objectives

- Analyze organizational dilemmas using macro-level frameworks, including the IMAGINE process, to generate innovative and feasible change strategies.
- Integrate culturally responsive and empowerment-based principles into macro practice planning at individual, family, group, organizational, and community levels.

Assignment 03a: Community Impact Project Proposal

Students will author a proposal that demonstrates their knowledge of working with macro systems using research-informed procedures to create a project that will impact the community. They will demonstrate competency seven and their ability to engage in assessment, applying theory and collaborative processes.

**Due Monday
03/02/26 at
8:00 AM**

Students will develop a written proposal for their community impact project. The proposal will be written in APA style and will include an overview of the agency or community, an assessment of the need the proposal seeks to address, and a plan for the project. Consideration of the assessment and plan should consider every service level (e.g., individual, family, group, organization, and community). Students must apply person-in-environment principles in their culturally responsive plan. Collaborative aspects of the planning should be incorporated, building on strengths and resiliency. After assessing their targeted system, students will create a written proposal using Kirst-Ashman and Hull's (2018) PREPARE process. The proposal will include the first step of their IMAGINE process (e.g., start with an innovative idea). Proposed interventions need to be goal-driven, evidence-informed, and culturally responsive.

Community Impact Project Proposal and Competency Seven Rubric

Competency 7

Description	Highly Developed
Utilize a culturally responsive theoretical framework in the proposal.	The student's proposal will effectively utilize a culturally responsive theoretical framework in the plan, such as HB, PIE, or interprofessional conceptual frameworks, thereby enhancing the project.
The proposal documents collaborative processes and mutually agreed-upon plans.	The student's proposal will include the target system's voice at all service levels (e.g., individual, family, group, organization, and community). The developed plan demonstrates collaboration and a mutually agreed-upon plan. Details about interactions with target systems are included.
The proposal includes a clear, culturally responsive assessment of the agency or community and the identified need.	The assessment is thorough, contextualized, and culturally responsive. It clearly drives the proposal and demonstrates advanced macro-level assessment skills.
The proposal includes a detailed PREPARE-guided plan, culturally responsive strategies, and service level considerations.	The plan is well-developed, goal-driven, evidence-informed, culturally responsive, and fully aligned with the PREPARE model; macro-level considerations are integrated across individual, family, group, organizational, and community systems.
The proposal is organized, clear, and it effectively uses APA formatting.	The paper is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted throughout.
The proposal follows the assignment requirements.	Closely follows the assignment description and requirements.

WHO
MOVED
MY



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Who
An Amazing Way to
Moved
Deal With  Change
My
In Your Work and In Your Life
Cheese?
DR SPENCER JOHNSON

Celebrating
20 years of the
International
Classic

- What could “moving the cheese” symbolize in the context of social service systems or funding structures?
- How does fear of change show up in organizations, and how can it affect program implementation?
- How might a macro-level social worker help an agency move from resistance to adaptation?
- Other thoughts on the story?

Applying IMAGINE Process to Dilemmas

Students will consider the dilemma in small groups, discussing what they would do based on the scenario and framing their discussion with potential ideas from the IMAGINE process. The group will share their plans with the class.

Dilemma A: A VA social worker recognizes that homeless veterans need meaningful job training to achieve stability and dignity, but faces the absence of institutional programs or resources to meet this need.

Dilemma B: An intake worker sees that older adults could maintain independence with basic social and practical supports, yet is constrained by a system that offers only assessment or institutionalization.

Dilemma C: A school social worker confronts high teen pregnancy rates while being restricted by school policies that prohibit providing students with comprehensive, evidence-based sexual health information and contraception access.

IMAGINE

A Process for Initiating and
Implementing Macro Change

1. Start with an innovative **Idea**.
2. **Muster** support and formulate an action system.
3. Identify **Assets**.
4. Specify **Goals**, objectives, and action steps to attain them.
5. **Implement** the plan.
6. **Neutralize** opposition.
7. **Evaluate** progress.

Cultural Competence in Social Service Organizations

What does this look like at
your practicum site?

Workers may need to look at issues of cultural competency in agencies. Some areas for consideration are the following:

- **The responsiveness of the agency to the needs of culturally diverse people it services.**
- **The level of empowerment the agency fosters in its staff and the staff in turn foster in their clients.**
- **Could the agency offer services in a manner which might be more responsive to the cultural diversity of its clients?**
- **Does the agency have a mission and vision with respect to fostering an inclusive workplace?**
- **How will one know that the goal of cultural competency has been met within an agency?**

- What are some characteristics of macro-level change that are important for you to consider in this situation?
- Whatever the type of macro-level change, a change agent must determine what assets are available to implement the change. What are some potential assets in this situation and what are some assets that still need to be assessed?
- You are going to recommend that the school implement a program similar to the Friendship System to meet the needs of at-risk students. Identify and describe three action steps for implementing this program.

You are the social worker at a middle school, where you have noticed that an increasing number of children come from turbulent homes. With each passing year, these children present more problems with truancy, while their grades deteriorate and their illicit drug use soars. They obviously need some help but you are not sure what to do. Your job is to intervene individually with children suffering the most severe crises. You do some individual counseling, make some family visits, run a few support and treatment groups, and attend numerous assessment and planning meetings.

In a social work journal, you read about a new type of alternative approach, called the "Friendship System," for children at risk for the very problems you're seeing. As part of this program, volunteers solicited from nearby university social work programs attended training sessions to learn how to interact with these children. Each volunteer was then paired with a child and became the child's "special friend." The volunteers' responsibilities included spending time with the child at least once a week, being available when the child needed to talk, and generally being a positive role model for the child. The required commitment period was one year.

The program seemed similar to Big Brothers/Big Sisters, in which volunteers work under professional supervision, usually by social workers, providing individual guidance and companionship to boys and girls deprived of a parent. But children in the Friendship System might or might not be from single-parent homes. The only prerequisite for children to participate in the Friendship System is that school staff designate them as at-risk due to truancy, deteriorating school performance, and drug use. Additionally, school staff have substantial latitude in determining a child's eligibility for the program. Typical criteria include a recent divorce in the family, extreme shyness and withdrawal, academic problems, or other social problems. You decide that this program would meet the needs of your students perfectly.

Case Study