SCHOOL OF SOCIAL WORK

SWK 331: Social Work Practice with Macro Systems

INSTRUCTOR: Dawn W. Nelson, MSSW, LCSW, ACSW
OFFICE: Henderson Hall
OFFICE HOURS: Tuesdays & Thursdays 9:30 -11:00 a.m.
OFFICE PHONE: 972-989-2799 (cell)
E-MAIL: _____

COURSE DESCRIPTION:

This practice course teaches the application of social work skills with organizations and communities. Students will apply a systematic approach to data gathering, assessments, planning, intervention and evaluation with organizations and communities. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, role plays, and written assignments. Prerequisites: SWK 225, 250, 270, 275, 322, 328, and 329. Concurrent enrollment in SWK 325, 348, and 350 required (3 semester hours).

GOAL & COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

1.1 Apply critical thinking and effective communication (2.1.3)
1.2 Engage in research-informed practice and practice-informed research (2.1.6)
1.3 Apply knowledge of HBSE to practice (2.1.7)
1.4 Apply knowledge of policy to practice (2.1.8)
1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

2.1 Apply social work ethics & principles (2.1.2)
2.2 Engage diversity in practice (2.1.4)
2.3 Promote human rights and social and economic justice (2.1.5)

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

3.1 Identify and respond as a professional social worker (2.1.1)
3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES
The course objective is to provide the undergraduate student with a basic knowledge of macro practice in the social work profession.

STUDENT LEARNING OUTCOMES: The student will be able to:
1. Identify a macro setting
2. Recognize the importance of macro social work
3. Understand the correlation between micro social work and macro social work
4. Appreciate the macro social work in affecting positive change in the environment.

TEXTS:
Netting, F. et al. (2012). *Social Work Macro Practice* (5th Ed.). Boston: Pearson Education, Inc.

GRADING:

90 – 100 %	=	A
80 - 89 %	=	B
70 - 79 %	=	C
60 - 69 %	=	D
59 % or below	=	F

Exam #1	100 pts
Agency Evaluation	100 pts
Exam #2	100 pts
Grant Assignment	100 pts.
Exam #3	100 pts
Attendance	50 pts
Total	550 pts.

OVERVIEW OF ASSIGNMENTS

All written assignments must be **APA style, typed, 12-point font (Times New Roman preferred), double-spaced, with one inch margins, a title page, and stapled**. Students are expected to submit written work that has been **spell-checked and is free of grammatical errors**. Students are expected to use **APA style when citing sources**. Students are advised that points will be deducted if these criteria are not met.

1. Agency Evaluation:
Students are to select and evaluate a social service agency in the community. Students are to consider themselves to be licensed social workers who have been contracted by the Texas Health and Human Services Commission to complete an agency evaluation of a social service agency. The information provided in your analysis may impact future funding and policy. Therefore, you will want to provide a thorough and objective evaluation of the agency in question. The following outline may help you do just that:

Preliminary Work – Agency selection & analysis summary (due week 3) – 10 points

I. Introduction – 10 points
   a. Provide a brief agency history and discuss the type of agency.
   b. Briefly discuss the mission statement, target population, & programs

II. Social Systems Analysis– 40 points
   a. Evaluate the agency using the Social Systems Analysis (see Chapter 3)
      i. Suprasystem
      ii. Collateral Systems
      iii. Subsystems
      iv. Inputs
      v. Conversions
      vi. Outputs
      vii. Feedback
      viii. System Boundaries

III. Organization Processes – 20 points
   a. Describe the administrative/governing body
   b. Administrative style within the agency
   c. Organizational structures that coordinate work within the agency (see Chapter 11)

IV. Evaluation Narrative – 20 points
   a. Summary of your findings.
   b. Discuss agency strengths.
   c. Discuss any areas for growth.

Students are encouraged to attend a board meeting or administrative meeting as permitted by the agency. Papers should be 7 – 10 pages in length, not including the cover page or reference pages.

2. Grant Writing Assignment:
Students are to create a social service agency and an agency service program. Students will be given a mock Request for Proposal (RFP) from an imaginary government funding source. Students will act as a staff member of their fictional social service agency and submit a grant proposal for funds needed to support their fictitious service program. Students will draft a proposal using the RFP as their guide. Students should submit a well-organized and thorough budget in their proposal. The grant application will be graded based on how well students followed the RFP instructions, the logic of the program, and the plausibility of the budget. One student's proposal per course section will be funded. This assignment is designed to give students a real world experience in writing a competitive grant.

EXAMINATIONS:

Examinations will focus on pertinent information from **class discussions**, **lecture materials**, and **course readings**. Exam questions may consist of short answer, multiple choice, and true/false. **Any student who misses a regularly scheduled exam is expected to provide documentation**

to substantiate the extenuating circumstances that prevented taking the exam. Depending upon the circumstances, the student may be given a comprehensive make up exam during finals week. Otherwise, the student will receive a grade of zero for the missed exam. Regardless of the reason for missing the exam, communication with your instructor is imperative and the student's responsibility.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.
If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Updated version 12.12

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES:
Assignments are due at the beginning of class on the dates indicated in the course schedule. **Late assignments will not be accepted.** Students are encouraged to plan ahead and duplicate all work onto an alternative electronic device to avoid technological problems or loss of information. Electronic copies enable students to access their assignments on one of the campus computers should their personal computer become inoperable.

POLICY ON PLAGIARISM AND CHEATING:
Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

Texas A&M University-Commerce, School of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of

social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

COURSE SCHEDULE

Week	Reading(s)	Assignment/Activities	Link to Comp.	SLO
1	None	Review of Syllabus & Class Introductions	N/A	N/A
2	An Introduction to Macro Practice in SW	Review and Discuss Chapter Overview of Agency Evaluation	2.1.3	1
3	The Historical Roots of Macro Practice	Review and Discuss Chapter **Agency Eval Prelim Due**	2.1.3	3
4	Understanding Community and Organizational Problems	Review and Discuss Chapter	2.1.8	4
5	Understanding Populations	Review and Discuss Chapter **Exam #1**	2.1.7	2
6	Understanding Communities	Review and Discuss Chapter **Agency Evaluation Due**	2.1.10	4
7	Assessing Communities	Review and Discuss Chapter	2.1.10	4

8	Review of Populations and Communities	Review and Discuss Chapter **Exam #2**	2.1.10	4
9	SPRING BREAK!			
10	Understanding Organizations	Review and Discuss Chapter Grant Assignment Overview	2.1.10	4
11	Assessing Human Service Organizations	Review and Discuss Chapter	2.1.6	3
12	Building Support for the Proposed Change	Review and Discuss Chapter	2.1.9	4
13	Selecting Appropriate Strategies and Tactics	Review and Discuss Chapter **Grant Assignment Due**	2.1.6	4
14	Planning, Implementing, Monitoring, and Evaluating the Intervention	Review and Discuss Chapter	2.1.6	4
15	Wrap Up	**Exam #3**		
16	Finals Week			

BIBLIOGRAPY

Abramovitz, M. (1991). Putting an end to doublespeak about race, gender, and poverty: An annotated glossary for social workers. *Social Work, 36*(5), 380-384.

Abramovitz, M. (1993). Should all social work students be educated for social change? *Journal of Social Work Education, 29*, 6-11, 17-18.

Amodio, J. (1990). Helping women's causes. *Self, 12*(12), 84-86.

Anderson, R., & Carter, I. (1990). *Human behavior in the social environment: A social systems approach* (4th ed.). New York: Aldine de Gruyter.

Anderson, S., & Sabetelli, R. (1995). *Family interactions: A multigenerational developmental perspective*. Boston: Allyn & Bacon.

Auteri, M. (2003). The entrepreneurial establishment of a nonprofit organization. *Public Organization Review, 3*(2), 171-189.

Babacan, H. (2004). Community work partnership in a global context. *Community*

Development Journal, 36(1), 3-17.

Baca-Zinn, M. (1990). Family, feminism and race in America. *Gender and Society, 4*, 68-82.

Bardill, D. (1993). Should all social work students be educated for social change? *Journal of Social Work Education, 29,* 11-17.

Bartlett, H. (1971). *The common base of social work practice*. Silver Spring, MD: NASW.

Battin, M. (1995). A better way of approaching adolescent pregnancy. *Social Science and Medicine, 4,* 1203-1205.

Bayer, R. & Callahan, D. (1985). The medical reform: Social and ethical perspective. *The Journal of Health Politics, Policy and Law, 10*, 533-547.

Beckett, J., & Johnson, H. (1995). Human development. In *Encyclopedia of social work* (19th ed.). Washington, DC: NASW Press.

Bedics, B. & Doelker, R. (1986) Health services for underserved areas in the rural south. *Health and Social Work, 11*, 42-51.

Beran, N., Claybaker, C., Dillion, C., & Haverkamp, R. (1992). Attitudes towards minorities: A comparison of homosexuals and the general population. *Journal of Homosexuality, 23*(3), 65-84.

Berber, R. (1984). Realities of gay and lesbian aging. *Social Work, 29*, 57-62.

Berg, I., & Miller, S. (1992). Working with Asian American clients: One person at a time. *Families in Society, 73*(6), 356-363.

Berry, M. (1992). An evaluation of family preservation services: Fitting agency services to family needs. *Social Work, 37*(4), 314-321.

Blasi, B. (1990). Social policy and social science research on homelessness. *Journal of Social Issues, 46*, 207-219.

Brandt, R. (1993). *Ethics and public policy*. Englewood Cliffs, NJ: Prentice-Hall Inc.

Brill, N. (1978). *Working with people: The helping process* (2nd ed.). New York: Harper & Row.

Brooks, A. (2003). Challenges and opportunities facing nonprofit organizations. *Public Administration Review, 63*(4), 503-506.

Chambers, C. (1963). Social service and social reform: An historical essay. *Social Service Review, 37,* 76-90.

Cingolani, J. (1984). Social conflict perspective on work with involuntary clients. *Social Work, 29*, 442-446.

Corcoran, K, & Fischer, J. (2000). *Measures for Clinical Practice: A Sourcebook* (3rd Ed., Vols. 1-2). New York: The Free Press.

Cox, E., Erlich, J., Rothman, J., & Tropman, J. (Eds.). (2003). *Strategies of Community Organization.* Itasca, IL: Peacock Publishing.

Dionne, E. (Ed.). (2003). *Community Works: The Revival of Civil Society in America.* Washington, DC: Brookings Institute.

Fabricant, M. & Burghardt, S. (1992). *The Welfare Crisis and the Transformation of Social Service Work*. New York: Sharpe Publishing.

Feit, M. & Battle, S. (Eds.). (1995). *Health and Social Policy*. NY: Haworth Press.

Feldman, S. & Zaller, J. (1992). The political culture of ambivalence: Ideological responses to the welfare state. *American Journal of Political Science, 36,* 268-307.

Fellin, P. (2001). *The Community and the Social Worker*. (3rd Ed.). Itasca, IL: Peacock Publishers.

Fisher, R. (1995). Political social work. *Journal of Social Work Education, 31*, 194-203.

Gambrill, E. (1990). *Critical thinking in clinical practice: Improving the accuracy of judgments and decisions about clients*. San Francisco: Jossey-Bass.

Garcia-Coll, C. (1990). Developmental outcome of minority infants: A process-oriented look into our beginnings. *Child Development, 61,* 270-289

Goldstein, H. (1990). The knowledge base of social work practice: Theory, wisdom, analogue, or art. *Families in Society, 71*(1), 32-43.

Garrett, A. (1995). *Interviewing: Its principles and methods* (4th ed.). Milwaukee, WI: Families International, Inc.

Germain, C., & Gittermain, A. (1980). *Life model of social work practice*. New York: Free Press.

Glantz, L., Mariner, W., & Annas, G. (1992). Risky business: Setting public health policy for HIV infected health care professionals. *Milbank Quarterly, 70,* 43-79.

Grany, S. & Nybel, L. (1990). Issues in African-American family preservation. *Child Welfare, 69*, 513-523.

Green, J. (1982). *Cultural awareness in the human services*. Englewood Cliffs, NJ: Prentice-Hall.

Gross, E. (1992). Are families deteriorating or changing? *Affilia, 7*(2), 7-22.

Grotevant, H., & Cooper, L. (1986). Individuation in family relationships. *Human Development, 29*, 82-100.

Hackney, H., & Cormier, L. (1979). *Counseling strategies and objectives* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Hamilton, D. & Hamilton, C. (1992). The dual agenda of African American organizations since the New Deal: Social welfare policies and civil rights. *Political Science Quarterly, 107,* 435-452.

Hamilton, G. (1951). *Theory and practice of social casework* (2nd ed.). New York: Columbia University Press.

Hanrahan, P., & Reid, W. (1984). Choosing effective interventions. *Social Service Review, 58*, 244-258.

Hollis, F. (1968). *A typology of casework treatment*. New York: FSAA.

Howe, D. (1992). Child abuse and the bureaucratization of social work. *Sociological Review, 40,* 491-508.

Hutchinson, E.D. (1987). Use of authority in direct social work practice with mandated clients. *Social Service Review, 61*, 581-598.

Imre, R. (1984). The nature of knowledge in social work. *Social Work, 1*, 41-45.

Karger, H. & Stoesz, D. (1993). Retreat and retrenchment: Progressives and the welfare state. *Social Welfare, 38,* 212-220.

Kauffman, S., Silver, P., & Poulin, J. (1997). Gender differences in attitudes toward alcohol, tobacco, and other drugs. *Social Work, 42*, 231-241.

Latting, J., & Zundel, C. (1986). World view differences between clients and counselors. *Social Casework, 67*, 533-541.

Levinson, D. (1986). A conception of adult development. *American Psychologist, 41*, 3-13.

Levy, P. (1992). The durability of Supreme Court welfare reforms of the 1960s. *Social Service Review, 66*, 215-236.

Lister, L. (1987). Contemporary direct practice roles. *Social Work, 32*, 384-391.

Maton, K. (1989). Community settings as buffers of life stress? Highly supportive churches, mutual help groups, and senior centers. *American Journal of Community Psychology, 17,* 203-232.

Maynard-Moody, S., Musheno, M., & Palumbo, D. (1990). Street-wise social policy: Resolving the dilemma of street-level influence and successful implementation. *Western Political Quarterly, 43*, 833-848.

Mondros, J., & Wilson, S. (1994). *Organizing for power and empowerment*. New York: Columbia University Press.

Mutran, E. (1985). Intergenerational family support among blacks and whites: Response to culture and socioeconomic differences. *Journal of Gerontology, 40*, 382-389.

O'Connor, D., & Wolfe, D. (1991). From crisis to growth at mid-life: changes in person paradigm. *Journal of Organizational Behavior, 12*(4), 323-340.

Perlman, H. (1957). *Social casework: A problem-solving process*. Chicago: University of Chicago Press.

Perlman, H. (1968). *Persona*. Chicago: University of Chicago Press.

Pincus, A., & Minahan, A. (1973). *Social work practice: Model and method*. Itasca, IL: F.E. Peacock.

Reamer, F. (1995). *Social work values and ethics*. New York: Columbia.

Reinke, B. (1985). Psychosocial changes as a function of chronological age. *Human Development, 28*(5), 266-269.

Rhodes, S. (1977). Contract negotiation in the initial stage of casework. *Social Service Review, 51*, 125-140.

Richmond, M. (1917). *Social diagnosis*. New York: Russell Sage Foundation.

Richmond, M. (1922). *What is social casework?* New York: Russell Sage Foundation.

Roberts, R., & Nee, R. (Eds.). (1970). *Theories of social casework*. Chicago: University of Chicago Press.

Salem, D. (1990). Community based services and resources: The significance of choice and diversity. *American Journal of Community Psychology, 18*, 909-915.

Sands, R., & Nuccio, K. (1989). Mother-headed single-parent families: A feminist perspective. *Affilia, 4*(3), 25-41.

Schrier, C. (1980). Guidelines for record-keeping under privacy and open-access laws. *Social Work, 25*, 452-457.

Schriver, J. (1987). Reconceptualizing the philosophical perspective in social work. *Social Service Review, 61*, 514-532.

Smith, J. (1990). Research, public policy, and drug abuse: current approaches and new directions. *International Journal of Addiction, 25*, 181-197.

Spence, S. (1993). Rural elderly African Americans and service delivery: A study of health and social service needs and service accessibility. *Journal of Gerontological Social Work, 20*, 187-202.

Stoesz, D. & Darger, H. (1990). Welfare reform: From illusion to reality. *Social Work, 35*, 141-147.

Walsh, F. (Ed.). (1993). *Normal family processes* (2nd ed.). New York: Guilford.

Weissman, H., Epstein, I., & Savage, A. (1984). *Agency-based social work practice*. Philadelphia: Temple University Press.

Whittaker, J. (1974). *Social treatment*. New York: Aldine Publishing.

Wilson, S. (1979). *Confidentiality in social work: Issues and principles*. New York: Free Press.

Wilson, S. (1980). *Recording: Guidelines for social workers*. New York: Free Press.

Woods, M. ,& Hollis, F. (1990). *Casework: A psychosocial therapy* (4th ed.). New York: Columbia University Press.

Xu, W. (1995). Flourishing health work in China. *Social Science and Medicine, 41*, 1043-1045.

Zippay, A. (1992). An introduction to Canada's public social services: Understanding income and health programs by Frank McGilly. *Social Work, 37*, 210-214.