COURSE DESCRIPTION
This course examines generalist community and administrative practice (CAP) roles, the perspectives of strengths, empowerment, and evidence-based practice along with the values of social justice, diversity, and participation. Specific attention is given to designing intervention programs that address community needs.

EXPANDED COURSE CONTENT
Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work. This course builds on a liberal arts base, including skill in written communication and knowledge of human psychology, sociology, and political science. It builds on the historical, contextual, value, and ethical base developed in the Profession of Social Work/Introduction to Social Work courses. It expands the “person in environment” perspective by considering the environment as a focus for practice. It applies ecological systems theory and generic social work process to communities and organizations. It also examines generalist community and administrative practice roles, and the perspectives of strengths, empowerment, and evidence-based practice, along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE), EDUCATIONAL POLICY AND ACCREDITATION STANDARDS CORE COMPETENCIES ADDRESSED
2.1.1 Identify as a professional social worker and conduct oneself accordingly.
2.1.2 Apply social work ethical principles to guide professional practice.
2.1.3 Apply critical thinking to inform and communicate professional judgments.
2.1.4 Engage diversity and difference in practice.
2.1.5 Advance human rights and social and economic justice.
2.1.6 Engage in research-informed practice and practice-informed research.
2.1.7 Apply knowledge of human behavior and the social environment.
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
2.1.9 Respond to contexts that shape practice.
2.1.10 (a), (b), (c), and (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
STUDENT LEARNING OUTCOMES
Upon completion of this course, students will be able to:
1. Apply ecological systems theory to communities and organizations.
2. Relate the development of macro practice to the general history of social work.
3. Describe typical roles a macro generalist social worker assumes, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager.
4. Demonstrate generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities.
5. Demonstrate the importance of using the strengths/capacities, empowerment, and evidence based practice principles to guide practice.
6. Assess macro practice interventions and their relationship to the values of social and economic justice, stakeholder participation, empowerment, and diversity.

REQUIREMENTS
Social Work Practice III is required of all BSW students. BSW majors only.
Prerequisite: SOCW 2311 & 2313

REQUIRED TEXTBOOK, ADDITIONAL COURSE REFERENCES & TECHNOLOGY

Note: Additional references will be posted on Blackboard a week prior to the class session.

Blackboard 9.1: https://elearn.uta.edu/

DESCRIPTIONS OF MAJOR ASSIGNMENTS AND PROJECTS

<table>
<thead>
<tr>
<th>Assignments &amp; Projects</th>
<th>Value</th>
<th>General Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reflection</td>
<td>50 pts.</td>
<td>Write and submit a reflection paper on a vulnerable and underserved population of your interest. The paper will not be summaries of the discussed materials or other references. Critical analysis and personal ideology, perspectives and values are required. The guide to develop the reflection and rubric will be available on Blackboard. Minimum of 2 and maximum of 3 pages.</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>50 pts.</td>
<td>Take at least 2 quizzes during the semester. Quizzes will take place at the beginning of class and will cover the readings assigned for the corresponding session. Each quiz will have a value of 25 points. Note: The instructor reserves the right to give more than 2 quizzes. Each additional quiz will have a 10 point value and will be added to the total of points.</td>
</tr>
<tr>
<td>Social Issue, Organization &amp; Community Assessment</td>
<td>50 pts.</td>
<td>Analyze and discuss a current social issue, problem, needs or concerns faced by the population of interest. Students will work in groups of 2 to 3 people to assess a community or organization related to the social issue, problem, needs or concerns analyzed. The guide to develop the assessment and rubric will be available on Blackboard. This project includes an oral presentation of 20 minutes.</td>
</tr>
<tr>
<td>Service / Policy Proposal</td>
<td>50 pts.</td>
<td>Taking into consideration the Assessment the group of students will propose services and/or policies needed to attend the issues faced by the target population. The guide to develop the proposal and rubric will be available on Blackboard. Minimum of 5 and maximum of 6 pages.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts.</td>
<td>Take a comprehensive final exam regarding SW Macro Practice &amp; CSWE EPAS Core Competencies. A laptop, netbook or tablet is required in class to complete and submit the exam on Blackboard.</td>
</tr>
</tbody>
</table>
GRADING POLICY
Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels. Assignments and projects are **NOT accepted** past due dates. And there will be **NO makeup** for quizzes and final exam unless the students comply with the institutional authorized absence policy.

An **Incomplete** ("I") grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an "I", must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades. For MSSW students, approval of an Incomplete grade must be in writing and signed by the instructor and the student. A copy of the contract is to be filed with the MSSW office.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of **plagiarism** of any assignment by the Office of Student Conduct.

**Note:** The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- **Plagiarism Examples** (Rob Toreki, University of Kentucky Department of Chemistry)
  [http://www.chem.uky.edu/courses/common/plagiarism.html#Examples](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples)
- **Avoiding Plagiarism** (UC-Davis)
- **Unacceptable Paraphrases** (Indiana University Writing Tutorial Services)
  [http://www.indiana.edu/~wts/pamphlets.shtm](http://www.indiana.edu/~wts/pamphlets.shtm)

The assignments, projects, quizzes and final exam add 300 points. A maximum of 5 points will be added to the final grade average of students for **active and informed participation in class and regular attendance**.

<table>
<thead>
<tr>
<th>Points</th>
<th>%</th>
<th>Grade</th>
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<tbody>
<tr>
<td>269-300</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>239-268</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>209-238</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>179-208</td>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>178&gt;</td>
<td>59 &gt;</td>
<td>F</td>
</tr>
</tbody>
</table>

GRADE GRIEVANCES
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current catalog. For undergraduate students make reference to [http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19](http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19)
<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
<th>Topic</th>
<th>Assignments and Projects Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 22</td>
<td><em>Syllabus Overview, Introduction to the Course &amp; Group Assignment for Group Project</em></td>
<td></td>
</tr>
</tbody>
</table>
|      | 27       | **Topic:** Definition, Scope and Foundations of SW Macro Practice  
**Required reading:**  
Chapter 1 | |
| 2    | September 3 | **Topic:** Historical Development of Macro Practice  
**Required reading:**  
Chapter 2 | |
| 3    | 5         | **Cont.** Historical Development of Macro Practice | |
|      | 10        | **Topic:** Studying and Understanding Populations  
**Required reading:**  
Chapter 4 | |
| 4    | 12        | **Cont.** Studying and Understanding Populations | |
|      | 17        | **Topic:** Understanding Community and Organizational Problems  
**Required reading:**  
Chapter 3 | **Critical Reflection** |
| 5    | 19        | **Cont.** Understanding Community and Organizational Problems | |
|      | 24        | **Topic:** Understanding and Assessing Communities  
**Required reading:**  
Chapter 5 | |
| 6    | October 1 | **Cont.** Understanding and Assessing Communities  
**Required reading:**  
Chapter 6 | |
| 7    | 3         | **Cont.** Understanding and Assessing Communities  
**Required reading:**  
Chapter 6 | |
|      | 8         | **Topic:** Understanding and Assessing Human Service Organizations  
**Required reading:**  
Chapter 7 | |
| 8    | 10        | **Cont.** Understanding and Assessing Human Service Organizations  
**Required reading:**  
Chapter 7 | |
|      | 15        | **Cont.** Understanding and Assessing Human Service Organizations  
**Required reading:**  
Chapter 8 | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
<th>Topic</th>
<th>Assignments and Projects Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td><strong>Cont. Understanding and Assessing Human Service Organizations</strong>&lt;br&gt;<strong>Required reading:</strong>&lt;br&gt;Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Oral Presentations</td>
<td><strong>Social Issue, Organization &amp; Community Assessment</strong></td>
</tr>
<tr>
<td>9</td>
<td>24</td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>31</td>
<td><strong>Topic: Building Support for the Proposed Change</strong>&lt;br&gt;<strong>Required reading:</strong>&lt;br&gt;Chapter 9</td>
<td><strong>Cont. Building Support for the Proposed Change</strong></td>
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<tr>
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<td>November 5</td>
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<tr>
<td>11</td>
<td>7</td>
<td><strong>Topic: Selecting Appropriate Strategies and Tactics</strong>&lt;br&gt;<strong>Required reading:</strong>&lt;br&gt;Chapter 10</td>
<td><strong>Cont. Selecting Appropriate Strategies and Tactics</strong></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td><strong>Cont. Selecting Appropriate Strategies and Tactics</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td><strong>Topic: Planning, Implementing, Monitoring, and Evaluating the Intervention</strong>&lt;br&gt;<strong>Required reading:</strong>&lt;br&gt;Chapter 11</td>
<td><strong>Cont. Planning, Implementing, Monitoring, and Evaluating the Intervention</strong></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td><strong>Cont. Planning, Implementing, Monitoring, and Evaluating the Intervention</strong></td>
<td></td>
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<tr>
<td>13</td>
<td>21</td>
<td><strong>Cont. Planning, Implementing, Monitoring, and Evaluating the Intervention</strong>&lt;br&gt;<strong>Course Wrap up</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td><strong>Online session: Discuss and work on final project &amp; present final exam format</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>December 3</td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td><strong>No class meeting</strong></td>
<td><strong>Policy / Service Proposal</strong></td>
</tr>
</tbody>
</table>

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.” -- MAMS
FINAL REVIEW WEEK
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

ATTENDANCE POLICY
Regular attendance for entire class periods is expected. Students are expected to be on time and stay until the completion of each session. Attendance is taken via an attendance sheet at the beginning of each session. Six unexcused absences will result in no credit for the course. Absences will only be excused when medically necessary or in cases of family emergencies with corresponding evidence. For institutional authorized absences please refer to the latest academic regulation:
http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#9

OTHER REQUIREMENTS
✓ Students are to complete all reading assignments and participate in class.
✓ All students are required to have an appropriate laptop/ netbook/ tablet for classroom use when required.
✓ The use of electronic devices (cell phones, net books, laptops, etc.) is prohibited while in class. The use of laptops in class for taking notes or other educational approach needs to be approved by the instructor.
✓ Students are required to access their Blackboard accounts weekly to read announcements and download course materials posted by the instructor. Students will also need to upload all assignments on Blackboard.
✓ The students will need to make arrangements to meet beyond regular class periods in small groups to work on assignments and projects.
✓ A respectful and inclusive environment is expected. Any disruption of the course learning environment (in or out of the class) will result in the identified student(s) being required to leave the class, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

EXPECTATIONS FOR OUT-OF-CLASS STUDY
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend six to nine hours per week of their own time in course-related activities, including reading required materials, completing assignments, group meetings, projects, etc.

DROP POLICY
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and
Scholarships (http://wweb.uta.edu/aa0/fao/). Final Drop Date: October 30 (please verify with updated UTA academic calendar).

AMERICANS WITH DISABILITIES ACT
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

ACADEMIC INTEGRITY
Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

STUDENT SUPPORT SERVICES
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

ELECTRONIC COMMUNICATION
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.
STUDENT FEEDBACK SURVEY
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

EMERGENCY EXIT PROCEDURES
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. Head to the staircase on your right when exiting the classroom and take the west exit of the building. The location will be discussed in class and will be posted on Blackboard. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

WRITING RESOURCE
Writing Resource Coordinator: Dr. Chris Kilgore
School of Social Work
Building A, Room 319C
Email: ChrisKilgore@uta.edu

LIBRARY SUPPORT
The Social Service Librarian: John Dillard
School of Social Work
Building A, Room 111
Telephone: 817.272.7518
Email: dillard@library.uta.edu
Homepage: http://libguides.uta.edu/profile.php?uid=1455

UTA Library’s home page: http://library.uta.edu
Database List: http://www.uta.edu/library/databases/index.php
Library Catalog: http://discover.uta.edu/
E-Journals: http://liblink.uta.edu/UTAlink/az
Connecting from Off-Campus: http://libguides.uta.edu/offcampus
Ask a Librarian: http://ask.uta.edu