Social Work 5306: Generalist Macro Practice Syllabus (Fall 2014)
University of Texas at Arlington School of Social Work

Time of Class Meetings: Tuesday, 2:00 – 4:50pm
Class Location: Social Work Building A 115
Instructor: Shannon Sliva, LMSW • shannon.graves@mavs.uta.edu • 817.233.3187 (cell)
Office Hours: Office hours are available by appointment only. Please call or email to set up an appointment. The best and quickest way to reach me is through email; however, I will respond to all emails and phone messages within 24 hours.

Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) Statement on Content Area Requirements

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
[Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:]
(a) Advocate for client access to the services of social work.
(b) Use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
[Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:]
(a) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
(b) Tolerate ambiguity in resolving ethical conflicts; and
(c) Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
[Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:]
(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
(b) Analyze models of assessment, prevention, intervention, and evaluation; and
(c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
[Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]
(a) Use practice experience to inform scientific inquiry and
(b) Use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. [Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:] (a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. [Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:] (a) Analyze, formulate, and advocate for policies that advance social well-being. (b) Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice. [Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:] (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a), (b), (c), and (d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. [Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice]

Educational Policy 2.1.10(a)—Engagement. [Social workers:] (i) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. (ii) Use empathy and other interpersonal skills; and (iii) Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment. [Social workers:] (i) Collect, organize, and interpret client data. (ii) Assess client strengths and limitations. (iii) Develop mutually agreed-on intervention goals and objectives; and (iv) Select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention. [Social workers:] (i) Initiate actions to achieve organizational goals. (ii) Implement prevention interventions that enhance client capacities. (iii) Help clients resolve problems. (iv) Negotiate, mediate, and advocate for clients; and (v) Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation: Social workers critically analyze, monitor, and evaluate interventions.
**Catalogue Description**
Examine 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 Description of 5306 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, 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.

**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.

**Required Texts**

Topical selections from scholarly journals and periodicals as assigned in the course outline below. Selections will be available online or through the university library.
## Course Outline

### Week 1 (August 26): Introduction to Course and Macro Practice
- Getting to Know One Another
- Review Syllabus and Course Approach
- Bloom’s Taxonomy and APA Style
- Introduction to Macro Practice

**Read**

*Netting, Chapter 1: An Introduction to Macro Practice in Social Work* (1/16)


### Week 2 (September 2): Historical Development of Macro Practice
- Social Movements that Gave Rise to Social Work
- Macro Practice Trends
- Contemporary State of Macro Practice

**Read**

*Netting, Chapter 2: The Historical Roots of Macro Practice*


### Week 3 (September 9): Understanding Problems and Populations
- Analyzing Community and Organizational Problems
- Using the Professional Knowledge Base (Theoretical versus Actual Knowledge)
- Including Stakeholders and Developing Cultural Humility

**Read**

*Netting, Chapter 3: Understanding Community and Organizational Problems*

*Netting, Chapter 4: Understanding Populations*


### Week 4 (September 16): The Community as Client
- Theories of Macro Practice
- Functions of the Community
- Sources of Community Dysfunction
- Mezzo Social Systems

**Read**

*Netting, Chapter 5: Understanding Communities*

### Week 5 (September 23): Assessing Communities and Social Conditions

- Social Conditions
- Social Problem Identification
- Approaches to Community Assessment
- Data Collection (Types and Sources of Information)
- Views of Need

**Read**  
*Netting, Chapter 6: Assessing Communities*  
WEB Resource:  
[http://nnlm.gov/outreach/community/planning.html](http://nnlm.gov/outreach/community/planning.html)

**Submit**  
Community Meeting Reflections due September 25 via Blackboard

### Week 6 (September 30): Building Capacity for Community Interventions

- Strengths-Based Care and Self-Determination
- Community Readiness
- Starting Where the Client Is

**Read**  
Read *Netting, Chapter 9: Building Support for the Proposed Change*  
Review CADCA’s *Capacity Building Primer*  
[http://www.cadca.org/resources/detail/capacity-primer](http://www.cadca.org/resources/detail/capacity-primer)

### Week 7 (October 7): Intervening in Social Conditions

- Community Level Change Strategies
- Weighing Considerations for Strategy Selection
- Challenges and Barriers, Creative Solutions

**Read**  
*Netting, Chapter 10: Selecting Appropriate Strategies and Tactics*  

**Submit**  
Community Project Proposal due October 9
### Week 8 (October 14): Monitoring and Evaluating Community Interventions

- Developing an Evaluation Plan
- Objectives and Goals (Process and Outcome)
- Monitoring Evaluation Plans
- Sustaining Change

**Read**  
Read *Netting, Chapter 11: Planning, Implementing, Monitoring, and Evaluating the Intervention*


Review *CADCA Evaluation Primer*  
http://www.cadca.org/resources/detail/evaluation-primer

Review *CADCA Sustainability Primer*  
http://www.cadca.org/resources/detail/sustainability-primer

### Week 9 (October 21): The Organization as Client

- Historical Perspectives
- The Public, Nonprofit, and For Profit Sectors
- Contemporary Context of Human Service Organizations
- Organizational Theory
- Organizational Structure

**Read**  
Read *Netting, Chapter 7: Understanding Organizations*


### Week 10 (October 28): Assessment and Planning in Organizations

- Assessing Internal and External Environments
- Strategic Planning in a Limited Resource Environment
- Fund Management

**Read**  
*Netting, Chapter 8: Assessing Human Service Organizations*


### Week 11 (November 4): Leadership and Management

- Roles in Organizations
- Leadership and Supervision Styles
- Organizational Culture and Climate Setting
### Employee Performance and Development

**Read**

### Week 12 (November 11): Action and Innovation in Organizations

- Administrative Points of Intervention
- Program Evaluation
- Learning Organizations
- Change Management

**Read**

**Submit** Community Project Paper due November 13 via Blackboard.

### Week 13 (November 18): Societal and Political Practice

- Links Between Macro and Social Policy Practice
- Legislative Practice & The "L" Word (Lobbying)
- The Social Construction of Policy

**Read**

**Submit** Electronic Copy of Poster due November 20 via Blackboard.

### Week 14 (November 25): Poster Presentations

- See the Poster Presentation Assignment

**Submit** Bring Hard Copy of Poster to Present (You Can Keep It After, Please)

### Week 15 (December 2): Course Reflections

- Community and Administrative Practice Careers
- Personal Assessments
- Final Conversations
- End of Course Survey
**Course Assignments**

**Weekly In-Class Response Cards** (5 points each, 75 points total)
Ten minutes of class each week will be dedicated to a response activity in which you will thoughtfully respond to a prompt relating to the day’s contents and discussion. You will have ten minutes to respond to the prompt on a 5x7 index card, which you will submit for feedback. Responses will be graded based on level of attention to the prompt as well as understanding and thoughtful consideration of the day’s topic. There will be no make-up opportunities for in-class response cards. The course is designed so that missing any one response card will not significantly affect your final grade, so please do not stress out about this fact.

**Community Meeting Reflection** (50 points)
Attend a community meeting of your choice on a topic that interests you. Suggestions include coalition meetings, city council meetings, school board meetings, town hall meetings, etc. The meeting must be a meeting of community stakeholders, not an internal agency meeting. Observe the interactions of participants and decision-making processes. Who is present, and who is missing? Who seems to hold power in the group? In your opinion, are the group and meeting achieving their goals, and how could they improve efficacy? Use concepts from class or the text to describe what you see. An “A” paper will go beyond describing and summarizing the meeting. Include your analysis of the meeting and your recommendations. Limited to 2-3 pages in APA style (not counting cover page and any references). **Due September 25.**

**Community Project Paper Proposal** (25 Points)
Students will write a short paper proposal that identifies and describes the community to be assessed in the community assessment paper. A demographic overview of the community, a map indicating preliminary areas of interest, a numbered outline of the paper, and an APA reference list are part of the proposal. The purpose of this assignment is to serve as a check-in on students’ progress and to allow the instructor to provide feedback on their ideas in preparation for completion of an assignment worth a major portion of the course grade. Limited to two pages of text, not including cover page, map page, and any references. **Due October 9.**

**Community Project Paper** (100 Points)
Conduct an assessment of a local community that needs social work intervention. The paper should include (1) a thorough description of the community’s physical, social, cultural, and political characteristics and (2) assessment of community strengths (capacity) as well as needs and (3) a logical “culminating” condition statement summarizing a critical social work issue in the community. It should be based on an array of data sources including course texts and materials, key stakeholder contacts, web and secondary data sources, local media, and professional social work literature and should include at least two graphical depictions of data and a map. Demand from the professor the rubric which will be provided to guide your final paper and use it faithfully. Limited to 12 pages. **Due November 13.**
**Poster Presentation** (50 points)
Prepare a professional conference poster (24”x36”) OR a visual display appropriate for a community recruitment event such as a town hall or health fair. The poster will display the essential points of your community assessment and project proposal. Posters will be scored by your peers on criteria including completeness, clarity, compellingness, visual appeal, and oral presentation. (Note: You will receive peer feedback, but grades will be assigned by the instructor.) **Electronic Copy Due via Blackboard November 20.** You may have your poster printed at the UTA Digital Media Studios (in the basement of the library) for $5 using your student ID. **PLEASE NOTE THAT IT TAKES THE UTA DIGITAL MEDIA STUDIOS AT LEAST TWO BUSINESS DAYS TO GUARANTEE YOUR POSTER RETURNED.** Posters will be presented in a mock symposium during one of three presentation timeslots on November 25.

**Class Participation**
Though group discussion and thoughtful questions, students have the opportunity to shape the class and contribute to its quality. In order for this to occur, attendance and preparation are necessary, and participation is expected. Meaningful class participation is one of the requirements of university education. It demands that assigned readings be completed and thought about before class. Participation includes attendance, enthusiastic participation in class exercises, constructive interaction with other class members and instructor, contributions to discussion, and a general appearance of fascination with the instructor’s wisdom and beauty.

**Grading**
This is course is graded on a 300 point system.
A = 300-270; B = 269-240; C = 239-210; D = 209-180

**Assignment Weighting**

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<tr>
<td>In-Class Response Cards</td>
<td>75</td>
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<td>Community Meeting Reflection</td>
<td>50</td>
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<td>Community Project Proposal</td>
<td>25</td>
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**Grading Criteria**

All assignments must respond entirely to the criteria listed in the syllabus course assignment description and must demonstrate higher-order thinking. Analysis, evaluation, and synthesis will be valued over regurgitation and summarization, as described in Bloom’s Taxonomy. Bloom’s Taxonomy is pictured below and will be reviewed during the first week of the course.

![Bloom's Taxonomy Diagram](image)

The *Community Project Paper* is a major assignment and will be graded according to a grading rubric to be provided and reviewed in advance of the assignment due date.

It is the responsibility of social workers to represent the field with professionalism, scholarship, and high levels of basic competence. As a result, grammar, syntax, and spelling will always be graded, and all assignments must be properly formatted and referenced in APA style.

**Plagiarism**

Each sentence or part of a sentence must be entirely in the student’s own words, unless a direct quotation is indicated by the use of quotation marks and page numbers. All sources of words or ideas must be attributed by citation. Failure to observe these guidelines is plagiarism and will result in failure to meet the criteria for the assignment. Accordingly, the instructor reserves the right to refuse plagiarized work or to assign it a grade of zero. Students found guilty of academic dishonesty will be referred to the Office of Student Conduct and may receive a failing grade in the course. P.S. No, you cannot reuse work from a prior course. This is plagiarism too.

**Late Work**

Turning in work on time is a professional skill which is essential for master level social workers. This includes starting assignments far enough in advance to navigate unexpected challenges and then communicating early on about any confusion or difficulty in meeting the criteria for
any assignment. Unless prior permission is granted in advance, late work will result in a penalty of 5% per day. For example, a paper turned in two days late can make a maximum of 90% of the grade for the assignment.

Our Learning Contract
It is my hope that our interaction during the span of this course will be guided by mutual respect, understanding, and commitment. As the instructor, I commit to providing a safe but challenging learning environment in which you have every opportunity to succeed in gaining the knowledge and skills imparted during this course. I commit to employing stimulating research-based teaching methods that are most likely to contribute to your success. I commit to providing you with clear expectations regarding what will be required of you and prompt feedback about your progress in the course. I commit to being in constant creation of this course and of your learning experience. Should this creation result in any changes to our course plan or syllabus, I commit to notifying you promptly and with clarity. I commit to being on time, prepared, fully engaged, and present to your needs as students. I commit to giving you my best effort as an instructor and social work professional.

In return, I ask that you likewise make commitments to your own success. I ask that you commit to being on time, prepared, and fully engaged for each course session. I ask that you commit to contributing fully to group discussions and activities. I ask that you commit to speak with openness, honesty, and compassion, and that you commit listen to others with the same. I ask that when you submit assignments, you commit to turning in work that is timely and represents your best effort as a student and social work professional.

In recognition that life can be unpredictable, I ask that whenever you are unable to fulfill any of the above commitments to this course that you provide as much advance notice as possible and take responsibility for any actions needed to remedy the broken commitment. Likewise, I will do the same.

University Policies
Americans with Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 - The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.
Academic Integrity
It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

Student Support Services
The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Bomb Threats
If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

E-Culture Policy
The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

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 undergraduate / graduate catalog.
Selected Bibliography


Brown, Michael J. (2006) *Building powerful community organizations: A personal guide to creating groups that can solve problems and change the world.* Boston: Long Haul Press


