



SOW 4343 sec. 01- Macro-Level Roles & Interventions in Social Work

Professor: **Rebekah Hazlett, MSW**
Office Phone: 407-823-6136
Office Location: HPA I 255
Office Hours: Monday 1-4 & Tuesday 3-6 (also by appointment)
Email: rhazlett@mail.ucf.edu

Term: Fall 2008
Class Day: Tuesdays
Meeting Time: 6:30-9:30
Class Location: HPA I 246
Credit Hours: 3

COURSE DESCRIPTION

Social workers practice with and within organizations and communities. This course provides a foundation of skills for helping individuals, groups, families, organizations, and communities in a variety of situations. Professional social work practice within communities, organizations, and through advocacy will be emphasized.

The goal of macro level social work is the empowerment of those who are vulnerable and disenfranchised. Social work interventions are focused on creating change that will result in a more socially and economically just society. The problems of poverty, unemployment and underemployment, racism, sexism; homelessness and an inadequate supply of quality low income housing; violence; crime; discrimination against gay, lesbian and transgendered people, older adults and people with disabilities; AIDS; unresponsive or inadequate school, health and corrections and justice systems; and unresponsive or inadequate human services are among the social problems of which the macro level social worker must be aware. These problems call out for a **macro level** response along with the more typical micro level response carried out by the social worker serving individual clients and families.

Professional social workers must understand the connections between their clients' individual problems, the larger social problems and macro level changed efforts. Social workers must be aware of their responsibility to confront these problems and capable of taking appropriate steps to create change for vulnerable populations. Social workers must continually inform and update themselves about social issues, the availability of appropriate resources, and actions taken by legislative bodies.

“Never doubt that a small group of thoughtful committed citizens can change the world.
Indeed it's the only thing that has.”- Margaret Mead

COURSE LEARNING OBJECTIVES

By the end of the semester, you will be expected to:

1. Describe macro practice and explain the importance of overlap in micro, mezzo and macro social work interventions.
2. Discuss the relationship between micro-level struggles and macro-level policies and practices.
3. Identify and evidence an understanding of the formal and informal macro roles of a social worker within organizations and communities, including: advocate, community organizer, administrator, social leader, program developer, community planner, organization developer, social policy advocate, social activist.
4. Apply a generalist model of practice, within a systems framework, to macro-level systems.
5. Analyze organizations and communities from a strength-based perspective.

6. Discuss selected concepts of organizational theory, power, and conflict as they relate to macro-level practice.
7. Demonstrate an understanding of macro social work within the context of social change and related social policy, including important current changes.
8. Demonstrate the ability to use knowledge about diversity in macro-level practice.
9. Plan interventions, with macro systems, to combat economic and social justice inequities such as racism, sexism, and homophobia and minimize the negative effects on clients.
10. Demonstrate an understanding of professional values such as altruism, accountability, and self-awareness in macro-level interventions.
11. Demonstrate competence in carrying out selected problem solving techniques within the roles of macro-level practice including team work, community organizing, community education, organizational advocacy, legislative advocacy, networking, and social action.
12. Demonstrate application of a planned change process to develop critical thinking skills in macro level practice.
13. Describe approaches that are exemplars of evidenced based practice as it applies to macro practice.

LEARNING METHODS

Course objectives will be achieved through a variety of methods:

1. Lectures & Power Point presentations
2. Class discussions and exercises
3. Role play(s)
4. Guest speakers
5. Mixed Media
6. Student presentations
7. Community interaction

REQUIRED TEXTS:

Brueggemann, W. G. (2006). *The Practice of Macro Social Work* (3rd ed.). Belmont, CA: Brooks/Cole.

ASSIGNMENTS AND POINTS: The following is a brief outline of the assignments for the class in the order they are due. More instruction is provided in your course CD.

1. **Discussion Question(s) (50 Points):** Students will be assigned a group number for discussion questions at the start of the semester. Starting for week 2 a list of discussion questions that relate to the readings is provided in your course CD. There will be 10 total discussion question sets. Students are responsible for: remembering which group they are a part of; preparing the discussion question based on the readings; and contributing to class discussion.
2. **Social Work Role Project (50 Points):** Students will pick a partner and jointly research and write a 5 page paper that explores social work professional's responsibility to maintaining macro involvement through professional action and volunteerism. Building upon the information from class and the materials that you have researched you will compile a paper that will explore social work's commitment to macro practice via ethics and direct practice/interventions. How and why do BSW level social workers interact in a professional capacity with macro social work?
Due September 16th.

3. **Justice Essay (75 Points):** Students will write a six page essay (minimum) that will examine an example of social or economic injustice that has recently affected Central Florida. Conversely the student may examine an example of an intervention or "success" story that relates to social or economic justice in the Central Florida area. A thorough essay will: define social or economic justice (using research and sources), tell the reader why the situation or example is an social or economic injustice

(evidence); describe the population at risk in the situation; describe any known social or legislative history related to the injustice; and formulate initial recommendations for interventions and actions at the macro (or multiple systems) level. The purpose of the essay is to allow the student to express his/her knowledge base on how justice is understood and the role that our profession must play in it. **Due September 30th.**

4. **Mid-Term (100 Points):** Students will prepare for and take a midterm exam on topics and materials presented in class. Get ready for Jeopardy review!! 🎵🎵🎵 The midterm will be **on October 14th.**
5. **Letter to Elected Official (50 Points):** Students will choose a justice issue(s) or advocacy need at either the federal, state or local level. Students will identify the appropriate legislator (elected official). Students will provide a brief history of the piece of legislation, the populations affected, supporters and opponents. A letter will be written and mailed to the official stating the social workers position. *If appropriate this letter can be an extension of the social work essay issue. **Due November 4th.**
6. **Community Project (100 Points):** Students will choose groups of 3-4 for this project, based on areas of interest. Each group will select a marginalized group and identify area agencies that work with that population using macro interventions. The group will seek to work with the selected organization/agency on a macro level project (community event, planning, program development, fundraising, etc.). Groups will write a 10 page paper (as a group) that discusses the population, ethical practice as it relates to social work with the group they have selected the agency, how the group interacted with the population, hours put in, why this project was important, and evidences the activity as macro. Groups will present their projects on December 2nd. See course CD for details and timeline. **Due December 2nd.**
7. **Final Exam (75 Points):** Students will prepare for and take a final exam that will be comprehensive and based in application (case example). **Don't worry the class will review for the exam together!!! 😊**

	Points	% of Total Grade
1) Discussion Questions	50	10%
2) Social Work Role Project	50	10%
3) Justice Essay	75	15%
4) Midterm	100	20%
5) Letter to Elected Official	50	10%
6) Marginalized Population Project	100	20%
7) Final Exam	75	15%
TOTAL:	500	100%

GRADING SCALE

A	475-500 pts	95 – 100%	B-	400-419 pts	80 – 83%	D+	335-349 pts	67 – 69%
A-	450-474 pts	90 – 94%	C+	385-399 pts	77 – 79%	D	320-334 pts	64 – 66%
B+	435-449 pts	87 – 89%	C	370-384 pts	74 – 76%	D-	300-319 pts	60 – 63%
B	420-434 pts	84 – 86%	C-	350-369 pts	70 – 73%	F	229 pts or less	59% and below

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus: This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the professor has the student's current email address.

Cell phones, pagers and recorders

- Students are asked to turn cell phones off (or on vibrate) and refrain from texting during class!!!
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions in a respectful manner and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation: Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an alternate exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who have three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor as soon as possible.

Attendance during Finals Week: It is university policy that all classes **MUST** meet for either a final exam or a class session.

Written Assignments: Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.

4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments: All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox*. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor*. No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades: In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism: Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before

requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Course Outline

***Readings are to be completed by the date they are listed.**

**** Please see your class cd for these readings or materials**

Week 1 - August 26th: Introduction to your role as a Macro Social Worker

1. Review of the syllabus and course requirements and expectations.
2. Role of Macro Practice within Social Work as a Profession.
3. Roles (Formal and Informal) of Social Workers in Macro Practice
4. Defining Social Problems
 - a. Systems Deviance Model
 - b. Intergroup Conflict
 - c. Globalization and Social Work

Readings: Chapter 1 and pages 25-27 & 35-44.

Week 2 – September 2nd: History of Macro Practice & Approaches to (Social) Problem Solving.

1. History of Social Work's Involvement in Macro Issues
2. Society's reaction to Social Problems.
3. Approaches to Problem Solving
 - a. Four Approaches
 - b. Rational Problem Solving
 - c. Social Thinking
4. Developing a framework for a "Strengths Based Philosophy". *Let's Get Interactive*

Readings: Chapters 1, 2, & 3, **Course CD readings

Week 3 – September 9th: Social Work Leadership & Defining Community

1. Important Social Work Leaders
2. Task Group Leadership
3. Encouraging the development of social leaders
4. What is community?
5. Approaches to community practice.
6. Application: Johnson's War on Poverty and its impact on community.
7. Justice Issues

Readings: Chapters 4 & 5, ** Course CD readings

Week 4 – September 16th: Community Planning

1. Social Work Planning
2. Community Planning
3. Guidelines for Planning Change.
4. Practice Application

Readings: Chapters 6, **Course CD readings

Week 5 – September 23rd: Community Development

1. What is Community Development?
3. Building a Community Development Corporation.
4. Models of Community Development.

Readings: Chapter 7, **Course CD readings

Week 6 – September 30th: Community Organizing

1. Reviewing the History.
2. Making it real! Saul Alinsky
3. Four Models of Community Organizing.
4. A Social Work Perspective on Community Organizing.

Readings: Chapter 8, **Course CD readings

Week 7 – October 7th: Social Organizations

1. The history of building social organizations.
2. Profit vs. non profit
3. Social Work Practice in social organizations.
4. Structural Functional Perspective
5. Review Jeopardy style!

Readings: Chapter 9, **Course CD readings

Week 8 – October 14th: Midterm

Week 9 – October 21st: Social Work Program Development & Social Work Administration

1. Program Development: “Our Social Work Heritage”
2. Building an Agency
3. Macro Practice and Program Development
4. Fundraising
5. Administrative Law
6. Social Work and Supervision
7. Planning
8. Roles of Social Administration

Reading: Chapter 10 & 11, **Course CD readings

Week 10 – October 28th: Policy Advocacy

1. The role of a policy advocate in Social Work.
2. History of Social Policies
3. Politics and Social Work

Reading: Chapter 13, **Course CD readings

Week 11 – November 4th: Policy Process

4. Following the Policy Making process
5. Policy Example(s): Federal: State: Florida Amendment 2; Local: Juvenile Justice

Reading: Chapter 13, **Course CD readings

Week 12 – November 11th: Organization Development

1. Conventional and Social Organization Development
2. How to practice Organization Development
3. Present views on Organizational Development

Reading: Chapter 12, **Course CD readings

Week 13 – November 18th: Social Movements & International Social Work

1. Progressive Era
2. Civil Rights Movement
3. Women's Movement
4. The new wave: The modern Latino Movement
5. Final Exam Review

Reading: Chapter 14 and 15, **Course CD readings

Week 14 – November 25th: **No class Thanksgiving**

Week 15 – December 2nd: **Group Presentations**

Week 16- December 9th: **Final Exam**