



University of Central Florida  
School of Social Work

**SOW 4343.C001 Macro-Level Roles & Interventions in Social Work**

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Term: Summer, 2009  
Class Day: Tuesday  
Meeting Time: 6-9:50  
Class Location: HPA I, Rm. 272  
Credit Hours: 3

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**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 with emphasis on understanding organizational environments within communities.

**COURSE LEARNING OBJECTIVES**

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

1. Describe macro practice.
2. Apply a generalist model of practice, within a systems framework, to macro-level systems.
3. Analyze organizations and communities from a strength-based perspective.
4. Discuss selected concepts of organizational theory, power, and conflict as they relate to macro-level practice.
5. Demonstrate the ability to use knowledge about diversity in macro-level practice.
6. 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.
7. Discuss the relationship between micro-level struggles and macro-level policies and practices.
8. Relate social work perspectives and related theories to practice with older adults (e.g., person-in-environment, social justice).
9. 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.
10. Apply a planned change process to develop critical thinking skills in macro level practice.
11. Describe approaches that are exemplars of evidenced based 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
4. Videotapes
5. Student presentations

**REQUIRED TEXTS:**

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

Brooks/Cole

Additional readings will be compiled by student for collection of data and information in relation to the class research project.

**LIBRARY RESOURCES** (add some wording here about accessing reserve readings)

**Students will be expected to utilize UCF library resources to search library databases for required readings.** The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

## **ONLINE RESOURCES**

Assignment guidelines and other course handouts are available through [www.webct.ucf.edu](http://www.webct.ucf.edu)

## **ASSIGNMENTS AND POINTS**

1. **Group Presentations:** (20 Points) Students will be divided into work groups for class presentations. Each group will select a marginalized group and present a micro and macro focus using a systems perspective to demonstrate how a policy is affecting the lives of these individuals. Students will discuss ethical practice as it relates to social work. Group dates will be randomly assigned and students will begin the process during the first day of class. More details will follow with a handout. Due dates will be determined in class.
2. **Community Project Paper** (20 points): Students will keep a reflections log to complement the service-learning experiences they are completing. Service learning will focus on community

organizing on behalf of elderly clients. Students will work with agencies in the Central Florida aging network to craft a semester-long project. Guidelines will be provided by the instructor.

3. **Macro Case Analyses** (30 point each; T= 60 points): Students will be given two macro case scenarios and asked to apply the generalist model of intervention, emphasizing a strengths perspective when responding to a series of critical thinking questions. Guidelines will be provided by the instructor.

## GRADING SCALE

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

## 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 student's email address is current in eCommunity.

### Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- 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 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). Students who miss three (3) or more absences regardless of the reason may have their final grade lowered by one letter grade.

**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 are to be correct in all written materials submitted and 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 also 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**

**Week 1:** Introduction to the Course

1. Review of the syllabus and course requirements and expectations.
2. Review of critical thinking skills and substantive writing skills.
3. Role of macro practice within social work as a profession.
4. The “isms” of society. Racism, sexism, heterosexism, ageism, etc
5. Understanding social problems/Defining social problems
6. Addressing social problems
7. Systems Deviance Model
8. Globalization and Social Work
9. Developing a framework for a “Strengths Based Philosophy”.

**IN CLASS: FILM- AFFIRMATIVE ACTION**

**Readings:** Chapters 1 and 2

**Week 2:** Historical Roots of Macro Practice

1. Trends Underlying the Emergence of Social Work Roles
2. Community Organization and Social Reform
3. Macro Practice in Organizations
4. Contemporary Trends
5. The Importance of Change

IN CLASS: STAR POWER SIMULATION GAME

**Readings:** Chapters 3 and 4

**Week 3:** Defining Community

1. What is community?
2. Johnson's War on Poverty and its impact on Community.
3. Older Americans Act: a case exemplar
4. Community Capacity Building
5. Macro Community: Orlando
6. Community in the Obama administration

**Readings:** Chapters 5 and 6

IN CLASS: FILM-THE WOMEN OF HULL HOUSE

**Week 4:** Understanding Community Development

1. What is Social Work Practice and how is community development a part of our mission.
2. Guidelines for Planning Change.
3. Building a Community Development Corporation.
4. Models of Community Development.

IN CLASS: GUEST SPEAKERS: Seniors First

**Readings:** Chapter 7

**Week 5:** 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.

IN CLASS: FILM-NORMA RAE

**Readings:** Chapter 8

**Week 6:** American 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. Social Capital

IN CLASS: CASE ASSESSMENT-ENRON: THE SMARTEST GUYS IN THE ROOM

**Readings:** Chapter 9

**Week 7:** Social Service Agencies and Social Administration

1. Program Development: “Our Social Work Heritage”
2. Building an Agency
3. Roles of Social Administration
4. Networks
5. The aging network: an exemplar

IN CLASS: Service Learning Gero-Ed project

**Reading:** Chapters 10 & 11

**Week 8:** Macro Practice and Communities

1. Social Work roles
2. Micro, mezzo, and macro forms of intervention
3. Present views on Organizational Development
4. The role of a policy advocate in Social Work.
5. Institutional vs. Residual Perspectives
6. Politics and Social Work
7. Following the Policy Making process

IN CLASS: CASE ASSESSMENT-AND THE BAND PLAYED ON

**Reading:** Chapters 12 & 13

**Week 9:** Social Movements

1. Progressive Era
2. Civil Rights Movement
3. Women’s Movement
4. AARP, and advocacy for the elderly
5. GLBT Movement
6. Anti-poverty Movement
7. The Battered Woman’s Movement: An Exemplar

**Reading:** Chapter 14 and 15

**Weeks 10 – 12:** Macro Perspectives

During the last few weeks of class the lecture series will focus on the service learning community project and reviewing concepts introduced through out the course.

## Bibliography

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