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SWK 507: Organizations, Communities, and Social Policy

COURSE SYLLABUS: Summer 2021

Session 02W Zoom Sessions 6/7; 6/28 & 7/26 3-3:55pm

Session 03W Zoom Sessions 6/7; 6/28 & 7/26 4-4:55pm

Session 04W Zoom Sessions 6/7; 6/28 & 7/26 5-5:55pm

Session 05W Zoom Sessions 6/7; 6/28 & 7/26 6-6:55pm

INSTRUCTOR INFORMATION

Instructor: Dr. Gracie Brownell

Office Location: Henderson Rm 323B

Office Hours: Office Hours Before or After Class or by appointment

Office Phone: (903) 468 8170

University Email Address: Gracie.Brownell@tamuc.edu (preferred)

Communication Response Time:

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2011) *Community practice: Theories and skills for social workers (3rd ed.)*. New York: Oxford University Press

Software Required

Optional Texts and/or Materials

Course Description

This course builds on the generalist practice with individuals, families and group class, extending the concepts of empowerment based practice and the strengths perspective to macro client systems such as organizations and communities. The relationships between organizations and communities and at-risk populations are infused throughout the course.

RELATIONSHIP TO OTHER COURSES:

This course builds on foundation content in SWK 503, 513 and 521 relating to organizations and communities. It also incorporates content from SWK 541 relating to the roles of at-risk populations in organizations and communities. This course examines the dynamics of services to at-risk populations by formal organizational systems. The course provides theoretical content which supports SWK 508, Social Work Administration. In addition, it addresses specific practice skills related to community development and social policy advocacy.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and communicate judgments and reasoning through decision-making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency 2.1.11 Develop leadership skills as advanced generalist practitioner to enhance organizations and communities
Competency 2.1.12 Demonstrate innovative problem-solving in social and organizational systems

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable

components of one for more competencies. Content and Assessment in this course reflect the following practice behaviors:

2.1.1.b Models professional demeanor in behavior and communications

2.1.2.a Articulates and advocates social work values and ethic among interdisciplinary situations and settings

2.1.5.a Actively promotes opportunities and participation of diverse constituents

2.1.9.a Demonstrates leadership in changing contexts of social, organizational and community environments

2.1.9.b Knows leadership skills necessary for community decision-making processes

2.1.11 Becomes increasingly proactive in recommending constructive change in organization communities

2.1.12 Demonstrates innovative problem-solving in social and organizational systems.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities or Tips for Success in the Course

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins

and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
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- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade drop</u>	<u>4 absences: Class grade of</u> <u>"F"</u>	
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences:</i> <i>1 Letter</i> <i>grade drop</i>	<i>6 absences:</i> <i>Class grade</i> <i>of "F"</i>

Summer 10-week	<i>Up to 1 absence: No Penalty</i>	<i>2 Absences: 1 Letter grade drop</i>	<i>3 absences: Class grade of "F"</i>
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Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
 Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

GRADING

1. Weekly Quizzes – 100 points
2. Weekly Activities & Assignments – 100 points
3. Community Paper & Presentation – 100 points
4. Comprehensive Final Exam – 100 points

Scale:

90 – 100% of possible points = A
80 – 89% of possible points = B
70 – 79% of possible points = C
< 69% of possible points = Fail

Assessments

SWK 507 Assignments

- 1. Demonstrate understanding of assigned readings – 200 points**
 - Multiple Choice quizzes (100 points)

- Graded Exercises & Presentations and assignments (100 points)

Due Weekly BY ASSIGNED DATES

Students will complete Multiple Choice quizzes over readings, graded exercises, presentations, and assignments. If quizzes, exercises, presentations, and assignments are not completed in the allotted time and by the required dates, **no points will be awarded.**

2. Community Intervention Paper (75 points) & Community Presentation (25 points): 100 points total

This assignment involves writing a 6-8 page paper that proposes a community intervention to a significant LOCAL community problem. This paper should reflect the content from all applicable assigned readings. The paper must be correctly referenced using American Psychological Association (APA) guidelines. Special attention should be given to the **correct style of referencing**. Papers need to be original, typed, with clear and lucid analyses, and excellent grammar.

Please note that this is a graduate level course and the expectations are considerably higher than those at an undergraduate level. This research paper is intended to demonstrate your ability to **apply a macro-level model of intervention to a real problem situation**. The paper should be written in a formal, scholarly format.

In addition to reflected problem analysis, planned intervention and proposed change efforts consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). Papers will be graded on quality of analysis, creativity, incorporation of theories and knowledge, and quality of writing.

Your selected problem should target **one specific community or regional area** and the content related to community assessment and resources should be specific to that community.

Presentation – You will be expected to present your identified problem, assessment data, and proposed solution to a body of LOCAL POLICY DECISION-MAKERS (such as city council, county commissioners, local school board, Council of Governments, public hearing on a particular issue, etc.). All communities have decision-making bodies that are open to public comment and input. However, you will need to find out the parameters of such input **AHEAD OF TIME**. Sometimes there is a time limit and advance request for permission to

speak. Failure to present before an appropriate group will result in point deductions. **You will need to include documentation (including a contact person) that can verify your presentation.**

3. Comprehensive Final Exam – 100 points

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03 Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or

veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as

meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you **MUST** reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the

profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

COURSE OUTLINE / CALENDAR

	ACTIVITIES	DUE DATE	Check when done
WEEK 1			
Ch. 1 – Overview of Community Practice 1st Zoom Meeting 6/7	1. Complete Orientation & Introduction activities	6/13	
	2. Read Ch. 1	6/7-13	
	3. Submit response to Ethical Dilemma in	6/13	
	4. Complete Quiz	6/13	
WEEK 2			
Ch. 2 – Theories of Community Practice	1. Read Ch. 2	6/14-20	
	2. Complete PowerPoint presentation on assigned theory	6/20	
	3. Post to Discussion	6/16	
	4. Respond to at LEAST one other posting	6/20	
	5. Complete Quiz	6/20	
WEEK 3			
Ch. 3 – Community Problems & Ch. 4 – Views of Community	1. Read Ch. 3	6/21-27	
	2. Submit response to Individual vs. Social Condition	6/27	
	3. Read Ch. 4	6/21-27	
	4. Post to Discussion	6/23	
	5. Respond to at LEAST one other posting	6/27	
	6. Submit PowerPoint presentation on “Your Communities”	6/27	
	7. Complete Quizzes (Ch. 3 & 4 – 5 ques each)	6/21-27	
WEEK 4			
Ch.5 - Documenting & Assessing Communities 2nd Zoom Meeting 6/28	1. Read Ch. 5	6/28-7/4	
	2 Read Ch. 6	6/28-7/4	
	3. Complete “Drive About” exercise & submit Summary of Experience	6/28- 7/4	
	4. Complete Quiz (Ch. 5 & 6 – 10 ques)	6/28 7/4	

	5. Section I & II of Community Paper	7/4	
WEEK 5			
Using Advocacy Ch. 12	1. Read Ch. 12	7/5-11	
	2. Post to Discussion	7/7	
	3. Respond to at LEAST one other posting	7/11	
	4. Complete Quiz	7/5 - 11	
WEEK 6			
Organizing in Community Practice Ch. 13	1. Read Ch. 13	7/12-18	
	2. Post to Discussion	7/14	
	3. Complete Quiz	7/12 -7/18	
WEEK 7			
Using Self & Agency Ch. 7 & Ch. 8	1. Read Ch. 7	7/19-25	
	2. Read Ch. 8	7/19-25	
	3. Read Handout on “How to Run Mtgs” And Post to Discussion	7/21	
	4. Complete Quiz (Ch. 7 & 8)	7/19-25	
WEEK 8			
Using Groups & Networks Ch. 9 & Ch. 10 3 rd Zoom Meeting 7/26	1. Read Ch. 9	7/26-8/1	
	2. Read Ch. 10	7/26-8/1	
	4. Complete Quiz (Ch. 9 & 10)	7/26-8/1	
WEEK 9			
Social Marketing Ch. 11	1. Read Ch. 11	8/2-8/8	
	2. Post to Discussion	8/4	
	3. Community Intervention & Presentation paper due	8/8	
	4. Complete Quiz	8/2-8/8	
WEEK 10			
Class Wrap-Up	1. Post to Discussion	8/9-12	
	3. Complete Comprehensive Final	8/9 -12	
	4. Complete online class evaluation	8/12	