Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

SWK 331: Practice with Macro Systems

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Randi Wright, LCSW
Office Location: Henderson Bldg. 321
Office Hours: TBD with students the first week of class and by appointment
Office Phone: 903-886-5079
Office Fax: 903-468-3221
University Email Address: randi.drake@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: email queries within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook required:
Brueggeman, William G. (2014). *The Practice of Macro Social Work (4th Ed.).* Belmont, CA: Brooks/Cole.

Software required:
Microsoft 365 (available to TAMUC students free)

Optional Texts and/or Materials:
Available in D2L course shell

Course Description

This practice course teaches the application of social work skills with organizations and communities. Students will apply a systematic approach to data gathering, assessments, planning, intervention, and evaluation with organizations and communities. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, role plays, and written assignments. Prerequisites: SWK 225, 250, 270, 275, 322, 328 and 329. Concurrent enrollment in SWK 325, 348 and 350 required.

Relationship to other Courses

This course serves as a foundation course in the program and provides further skill and knowledge when working with macro practice; organizations and communities. This course builds upon the generalist social work foundation in SWK 225, Introduction to Social Work, and the further exploration of policies, in the concurrent enrollment in SWK 328, Social Welfare Policy, and the macro perspective addressed while concurrently enrolled in SWK 322, HBSE II.

Program Goals:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

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 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the BSW 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:

Prac. Behaviors: 2.1.5.2 Skilled at advocating for human rights and social and economic justice

Prac. Behaviors: 2.1.5.3 Skilled at engaging in practices that advance social and economic justice

Prac. Behaviors: 2.1.10[c].1 Initiates actions to achieve organizational goals

Prac. Behaviors: 2.1.10[d].1 Critically analyze, monitor and evaluate interventions

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be fully prepared with the following knowledge, skills, and abilities:

- Be familiar with D2L
- Use an internet browser
- Download, save, and open files
- Find, copy, move, rename, and delete files
- Use copy, cut, and paste functions
- Send and receive email messages with attachments
- Use a word processing program
- Use presentation software
- Run and switch between multiple programs
- Download and install software plug-ins (Note: this means that you will need to have administrative rights to the computer you are using or be able to contact someone who can install these for you)

Instructional Methods

Much of what students learn in the classroom is through two sources: the level of effort contributed by the individual and the learning community that is created through the shared ownership and contributions of the collective whole. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed. We also take responsibility for completing assignments in a competent and timely manner. However, much more than this, it also means that we each take a

shared responsibility for the growth and professional development of each of the individuals in our learning community.

Grounded on this perspective, this class is facilitated according to several pillars of the Team-based Learning (TBL) approach. In team-based learning, students are assigned strategically to a permanent team, which participate in in-class discussions and application activities throughout the semester (*Note: team meetings are not required outside of class time*). TBL also encourages a mid-term and end of term course assessments as well as a self-examination and peer assessments.

Teams of 4-5 members are formed strategically considering students' assets and liabilities in relation to the course content. The number of student assigned to a team in this course will depend on the total of students registered. The team activities are designed to foster critical thinking and instructional engagement. The permanent team strategy creates a sense belongingness and connectedness within team peers. It also offers the opportunity to learn together by learning about and from each other throughout the semester.

To guarantee an effective learning community each team member will assess their peers on their performance at the end of the semester. Further details on team-based learning will be shared the first day of class.

Student Responsibilities or Tips for Success in the Course

Students are responsible for keeping up with the course announcements, calendar, assessment, and activities. Students must maintain communication with the instructor throughout the semester, especially if an issue or emergency impacts their involvement with or performance in the course.

The course materials, assigned readings, PowerPoints on lectures and this syllabus are all you require to earn a high grade in this class. Read and listen to all these materials

carefully. This document provides the course calendar/outline with due date. You can find the same information in the course shell.

Also, you will find the guidelines and grading rubrics for the major assignments in D2L. These documents will help you guide your work and understand the instructor's expectations. It is essential to review the rubric before completing and turning in your assignment. It is also recommended that students seek guidance and editorial assistance from peers, tutors or the Writing Center.

The instructor welcomes questions and discussions regarding course materials. Here is how to get the most out of asking questions:

- First, read the assigned material, and view the class PowerPoints.
- Second, if you cannot find the answer in those sources, email the instructor the question regarding the course content.

Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., "I understand concept ABC to mean DEF, is this correct? … Does TUV relate to WXY in such and such a manner? … etc.," earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., "When will you grade my assignment? … Do we have to answer all the questions in this assignment? … Why did I get a low grade? … Do we need to buy the book? … etc.."

Each week, you should:

1. Check the course shell at least twice a week to read announcements, take quizzes, submit assignments and download course materials posted by the instructor.

2. View the powerpoints available in the weekly folders to expand upon and explain the information. The content in the powerpoints usually supersedes content in the required and recommended course textbooks.

3. Complete the textbook readings and supplemental materials available in the corresponding weekly folder before class.

4. Complete the assignments for each unit. These are designated in the course outline in this document. Examinations and assignments will be taken or submitted via D2L unless instructed otherwise. Major assignment links are available under Table of Contents and solo quizzes and team activities are located in the corresponding weekly folder.

5. Evaluate whether you understand the course materials. If you have questions about the course materials, please email your questions or request a meeting with the instructor.

GRADING

Assessments
SWK 331 Assignments

POLICY ON DUE DATES

All assignments are due AT THE TIME LISTED ON Brightspace (D2L). No Late work will be accepted. Students cannot make up in-class team activities if they do not attend the synchronized or f2f class. If absent, students will need to watch or listen to the class and the Pre-lecture Gathering recordings and submit a Check-in video in the corresponding weekly D2L folder. The instructor will provide a general guideline for this purpose.

Online quizzes/exams are offered online. Students will need to take those within the designated timeframe.

OVERVIEW OF ASSESSMENTS

Self- Identification

Students will complete a Self-identification questionnaire on the first day of class. Students will state general information on their student status, contact information, interest and experience with advocacy, community work, and management experience.

Pre-lecture Team Gatherings

Student teams will gather the first 10-15 minutes of class to share new knowledge and compare it to past understandings and experiences to the assigned content themes. These activities are designed to develop critical thinking skills and promote instructional engagement. Content that merits more discussion in class will also be identified in the team gathering. **Individual contributions to each discussion will be considered in the engagement grade.** The instructor will provide a guideline for this activity and post the prompts for each gathering in the corresponding weekly folder in D2L.

Solo Online Quizzes

Take 5 online quizzes on the corresponding chapter before class discussion. These will consisting of multiple choice, true/false, short answer and/or essay questions. Students will not be able to make up quizzes after the due date.

In-Class Team Activities

Students will participate in 5 in-class team activities. Each team will complete the activity during class time after content discussion/ lecture. Students will not be able to make up team activities if absent.

Advocacy Project

Each team will identify a Texas Legislature bill about the social work profession or an important social issue to develop and carry out an advocacy strategy. Students must make arrangements to participate in the Virtual* Social Work Advocacy week during March 1-5, 2021. The instructor will provide the materials, guidelines, and rubric for this project.

Grant Proposal

Students in teams will write a grant proposal/request for proposal (RFP) to a state or national foundation. The instructor will provide the RFP guide and instructions. Students will assume the role of an Executive Director or Development Director and propose a new social organization or a new program for one of the institutions assessed at the beginning of the semester. The RFP will be graded based on how well the team followed the RFP's instructions, the logic of the program, and the plausibility of the budget. This assignment is designed to give students a real-world experience in writing a competitive grant.

Peer Assessments

Complete a Peer Assessment form for each team member at the end of the semester. You may receive up to 15 points based on the average of all the evaluations received from team peers. If you do not submit the assessments, you will not receive the corresponding points. The assessment form is available in Brightspace for your review. You may also complete an assessment form as your self-examination of your performance; however, this assessment will not be averaged to the peer assessment points.

Categories	Course Grade Value (%)
Assignments & Examinations (80%)	
5 Solo Online Quizzes	10
5 In-class Team Activities	10
Advocacy Project (100pts.)	20
Grant Proposal (RFP) (100pts.)	20
Team Peer Assessments	15
Mid and End of Term Course Assessments	5
Engagement Activities (20%)	
Self- Identification Exercise	5
Pre-lecture Gatherings	15
TOTAL	100%

Final grades in this course will be based on the following scale:

90 - 100%   =   A

80 - 89%   =   B

70 - 79%   =   C

60 - 69%   =   D

59% or less =   F

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

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

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 is *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

Solo quizzes and team activities every other week

Weeks	Content	In-class Activities	Assignments & Examinations
Week 1	***Intro to the Course:*** Description, Objectives, Structure, Policies, Assignments & Schedule **Required readings:** • Syllabus • Materials in week's folder	**1/12** • Introductions • Overview of the Course • Complete Self-ID • Assign Teams • Course Expectations Activity & Team Contract	
Week 2	***Overview of SW Macro Practice*** **Required readings:** • Chapter 1 • Materials in week's folder	**1/19** • Pre-Lecture: Exploring Motivation and Stance on Macro Practice • Lecture • Cont. Discussion • Advocacy Project Guideline & Rubric Presentation	Quiz Ch. 1 1/18,11:59pm
Week 3	***Advocacy & Social Action*** **Required readings:** • Chapter 13 • Materials in week's folder	**1/26** • Pre-Lecture • Lecture • Team AA 1: eAdvocacy	
Week 4	***Macro Intervention: Action Social Model*** **Required readings:**	**2/2** • Pre-Lecture • Lecture	

Weeks	Content	In-class Activities	Assignments & Examinations
	• Chapter 2 • Materials in week's folder	• Team AA 2: Social Thinking	
Week 5	***Philantherapy, Social and Task Group as Means of Social Change*** **Required readings:** • Chapter 3 • Materials in week's folder	**2/9** • Pre-Lecture • Lecture • Work on Advocacy Project	Quiz Ch. 3 2/8, 11:59pm
Week 6	***Intervention with Human Problems*** **Required readings:** • Chapter 4 • Materials in week's folder	**2/16** • Pre-Lecture • Lecture	Quiz Ch. 4 2/15, 11:59pm
	Solving Problems & Social Change • Chapter 5 • Materials in week's folder	• Lecture • Team AA 3: Solving a Social Problem	
Week 7	***Advocacy Training***	**2/23** • Work on Advocacy Project • • Work on Advocacy Project • **Midterm Course Assessment**	
Week 8	**Virtual Social Work Advocacy Week (SWAD-Week) March 1-5, 2021**	TBD	**Advocacy Project Presentations**

Weeks	Content	In-class Activities	Assignments & Examinations
Week 9	**Social Organizations: Initiating, Planning & Organizing** **Required readings:** • Chapters 10 & 11 • Materials in week's folder	**3/9** • Pre-Lecture • Lecture • Cont. Discussion • Team AA 4: Funding Search • Grant Proposal Guideline & Rubric	Quiz Chs. 10 & 11 3/8, 11:59pm
Week 10	**Administrative Practice: Direction & Assessment** **Required readings:** • Chapter 12 • Materials in week's folder	**3/16** • Pre-Lecture • Lecture • Team AA 5: Supervision	
Week 11	**Global / International Social Work** **Required readings:** • Chapter 14 • Materials in week's folder	**3/23** • Pre-Lecture • Lecture • Work on Grant Proposal	Quiz Ch. 14 3/22, 11:59pm
Week 12	**Communities** **Required readings:** • Chapter 6 • Materials in week's folder	**3/30** • Pre-Lecture • Lecture • Work on Grant Proposal	**Grant Proposal Phase I**
Week 13	**Community Research & Planning** **Required readings:**	**4/6** • Pre-Lecture • Lecture	Quiz Ch. 7 4/5, 11:59pm

Weeks	Content	In-class Activities	Assignments & Examinations
	• Chapter 7 • Materials in week's folder	• Work on Grant Proposal Lecture	
Week 14	***Community Development & Organizing*** **Required readings:** • Chapter 8 & 9 • Materials in week's folder	**4/13** • Pre-Lecture • Lecture • Team AA 6: Community Engagement • End of Term Course Assessment	
Week 15	***Grant Proposal***	**4/20** • Work on Grant Proposal • Work on Grant Proposal	**Grant Proposal-Phase II** (include revised Phase I)
Week 16	***Finals Week***	**4/26-5/1**	**Team Peer Assessments**