SWK 331

Practice with Macro Systems

Spring 2024

Dallas – Monday 1:00 – 2:20 pm

Commerce – Tuesday 10:30 – 11:50 am

INSTRUCTOR INFORMATION

Instructor: Dr. Brenda Moore
Office Location: Henderson 308
Office Hours: Tues 1 – 4pm, Thurs 9 -12 pm, or by appointment
Office Phone   903-468-3069
Office Fax 903-468-3221
University Email Address: Brenda.moore@tamuc.edu
Preferred Form of Communication**: email**
Communication Response Time: within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Netting, F.E., McMurtry, S.L., Thomas, M.L., & Kettner, P.M. (2023*). **Social Work Macro Practice (7th ed.)** Boston: Pearson Publishing.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* **(7th ed.).** https://doi.org/10.1037/0000165-000

Software Required: **NONE**

Optional Texts and/or Materials: **NONE**

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 322, 328, 329 and 370.
Concurrent enrollment: SWK 325, 348, and 350 is 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 2361, 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 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

Student Learning Outcomes

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 6: Social Work students will engage with individuals, families, groups, organizations, and communities.		
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Class examinations & Application activities	Knowledge & Skills
Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients	Application activities	Knowledge & Skills
Competency 7: Students will assess Individuals, Families, Groups, Organizations, and Communities		
Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Windshield Community Survey & Agency Analysis	Knowledge & Skills
Students will apply knowledge of human behavior and the social environment,	Agency Analysis & class examinations	Knowledge & Skills

person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies		
Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Application activities	Knowledge & Skills
Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Application Activities & Windshield Community Survey	Knowledge, Skills & Values
Competency 8: Students will intervene with Individuals, Families, Groups, Organizations, and Communities		
Students will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Application Activities & Windshield Community Survey	Knowledge, Values, & Cognitive Affective Processes
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Application activities	Knowledge, Skills, Values & Cognitive Affective Processes
Students will use inter-professional collaboration as appropriate to achieve	Agency Analysis	Knowledge, Values & Cognitive Affective Processes

beneficial practice outcomes		
Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Agency Analysis	Values & Skills
Students will facilitate effective transitions and endings that advance mutually agreed-on goals	Application activities	Skills
Competency 9: Students will Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Students will select and use appropriate methods for evaluation of outcomes	Application activities and class examinations	Knowledge & Skills
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Application activities and class examinations	Knowledge
Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Application activities and class examinations	Knowledge & Skills

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, If you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this if vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.

9. Be open and focused on the "process" and not the "product" as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Important: All weekly assignments and examinations are due in D2L by the due date. For the 2 major assignments (Agency Analysis & Windshield Community Survey) 10 points will be deducted from the assignment grade for every day past the due date.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times, not meeting deadlines can result in an adverse effect on your clients' lives. It can also result in termination of employment. The School of Social Work feels it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course but also in the practice setting.

Thank you for understanding and your willingness to take the first step toward your own success.

Evaluation for course grades is according to the following formula:

Agency/Organizational Analysis (100 points)	100
Windshield Community Survey (100 points)	100
Application Activities (3 @ 50 points each) **Note:** the lowest application activity grade will be dropped	100
Examinations (12 quizzes @ 10 points each) **Note:** the 2 lowest quiz grades will be dropped	100

TOTAL POINTS   **400**

ASSESSMENTS

Agency/Organizational Analysis (100 points) - Students will follow the outline provided and complete an analysis of a human service agency or organization

Windshield Community Assessment (100 points)
Teams of students will identify will drive or walk a community of their interest to identify assets, needs, and issues and learn about its residents. The team will write a report and each student will write a reflective paragraph or two about their particular experience assessing the community. *Note: Ten points will be deducted from the assignment grade for every day past the due date.*

Application Activities (3 @ 50 points each) (100 points total)
Students will complete the three application activities in D2L throughout the course (see Course Outline and Schedule). Each activity is **due by Sunday at 11:59 PM** of the assigned week. **Note: the lowest Application Activity grade will be dropped at the end of the semester.**

Examinations (12 @ 10 points each)
Students will take 12 chapter quizzes in D2L throughout the course (see Course Outline and Schedule**). Students will **take each quiz between Friday 12:00 AM and Sunday 11:59 PM**. The questions may consist of short answers, multiple choice, and true/false. Students will not be able to make up quizzes after the due date. **Note: the 2 lowest Quiz grades will be dropped at the end of the semester.**

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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 via email. Instructor will respond to email queries within two business days.

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two 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](#)

[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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

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

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.*

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

University Code of Conduct *located in the Student Guidebook 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

Community Windshield Survey Rubric
(100 pts.)

General Description:
Teams of students will identify select and walk/drive a specific community to identify assets, needs and issues and learn about its residents. This is a team assignment because diverse perspectives enrich the experience and the interpretation of what is observed in the community. In addition, in real life experiences, community assessments are carried out in teams.

The teams will assess the community from a Social Worker's perspective (not as private individuals looking to buy a home). Teams will write a report and a each team member will write a reflective paragraph or two about their particular experience assessing the community. The instructor will provide supplemental materials and examples of this assignment. *Note: Ten points will be deducted from the assignment grade for every day past the due date.*

Guidelines:

- Determine the purpose of your survey/assessment
- Decide on the question(s) you want your survey to answer
- Decide on the geographic boundaries of the community you will assess
- Decide when you'll conduct your survey (day; time of day)
- Walt/Drive the community to gather the information
- Write the report (4-5 pages) and upload to D2L as a Team Report

Link to some sources of information:
        Windshield Community Survey PPT

Checklist
Examples of Windshield Reports
Guide to analyze data collected

RUBRIC
Community Windshield Survey Report

Criteria	Description	Value	Pts. Earned
Abstract	• Summarize the report	5 pts	
Introduction	• Identified and introduced the community (city, county, type of cummunity (rural/urban/suburban) • Narrated the history/background of the community • Presented demographic data. Note: need to cite. • Deliniated the purpose of the survey • Included survey question(s)	10 pts.	
Observations	Explore, observed and reported on the following based on the purpose of the study and survey/assessment questions: • Housing • Other buildings • Public spaces • Parks • Culture and entertainment • Streetscape • Street use • Commercial activity • Signs • Industry • Land use • Infrastructure • Public transportation • Traffic • Environmental quality • Race/ethnicity • Faith communities • Health services • Community and public services	15 pts.	

Criteria	Description	Value	Pts. Earned
	• Community safety • Public schools • Higher education • Political activity • Community organizations • Media outlets • Differences among neighborhoods or areas of the community • Overall impression of the community		
Analysis	• Analyzed what was observed using the following guide: Guide to analyze data collected *Note: Need to cite releable and relevant sources of information* according to APA (7th ed.).	20 pts.	
Recommendations	• Presented potential solutions to the community issues/problems observed based on theoretical or research data. *Note: Need to cite reliable and relevant sources of information* according to APA (7th ed.)	10 pts.	
Clarity, Grammar & Spelling	Wrote clear and concisely using correct grammar, spelling, acronyms punctuations and professional tone • Used proper sentence structure and length with correct punctuation, especially commas and apostrophes • Used good and appropriate paragraph length • Created a sense of understanding (thoughtful transitions between paragraphs, interconnection, and flow of ideas) • Wrote with minimum spelling errors/typos • Avoided colloquial expressions • Avoided bias language	10 pts.	

Criteria	Description	Value	Pts. Earned
	• Stayed within the 4-5-page range (Note: does not include cover or reference pages)		
APA	Followed APA (7th ed.) to organize and format the paper • Cover page • Font • Line spacing • Headings and sub-headings • Page numbers • Reference List	10 pts.	
Individual Reflective Paragraphs	*Note: In the criteria points are earned individually.*	10 pts.	
Appendices	Included: *Appendix A:* Community Map (you can use Google Maps to identify the community and define geographic boundary) *Appendix B:* Pictures (with description of your drive through the community. Make sure to included a picture with the team in the community.	10 pts.	