



## **SWK 331.01B (Commerce) & SWK 331.81B (Dallas)**

### **Practice with Macro Systems**

**Spring 2025**

#### **INSTRUCTOR INFORMATION**

Instructor: **Dr. Brenda Moore, LMSW-AP**

Office Location: Henderson 308

Office Hours: Tues, 9-10:30; 12:30 – 4:00pm or by appt.

Office Phone: 903-468-8100

University Email Address: Brenda.Moore@tamuc.edu

Preferred Form of Communication: **email**

Communication Response Time: 48 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* (7<sup>th</sup> ed.). Pearson.

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.

### **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.

|                                                                                                                           | <b>Activity/Assessment</b> | <b>Dimension</b> |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|
| <b>Competency 6:</b> 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                          | In Class and online Discussion Posts<br>Week 3: Historical & Current influences on Macro Practice<br><br>Week 4: Engaging with Diverse Populations | Knowledge, Skills, Values and Cognitive and Affective |
| Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients                                                                                                                     | Application Activity #1 – Engaging Diverse Populations<br><br>Week 4: Engaging with Diverse Populations                                            | Knowledge, Skills, Values and Cognitive and Affective |
| <b>Competency 7:</b> Students will assess Individuals, Families, Groups, Organizations, and <b>Communities</b>                                                                                                           |                                                                                                                                                    |                                                       |
| Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies                                                                                            | Application Activity #1 (Engaging Diversity) and # 2 (Agency Analysis)                                                                             | Knowledge, Skills, Values and Cognitive and Affective |
| Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | Application Activity #1 (Engaging Diversity) and # 2 (Agency Analysis)                                                                             | Knowledge, Skills, Values and Cognitive and Affective |
| 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 Activity #1 (Engaging Diversity) and # 2 (Agency Analysis)                                                                             | Knowledge, Skills, Values and Cognitive and Affective |

|                                                                                                                                                                                                        |                                                                                                                                                                  |                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies                                         | Ch. 10 Selecting Strategies & Tactics and Ch. 11 Planning & Implementing Intervention Activities & Discussions                                                   | Knowledge, Skills, Values and Cognitive and Affective |
| <b>Competency 8:</b> Students will intervene with Individuals, Families, Groups, Organizations, and <b>Communities</b>                                                                                 |                                                                                                                                                                  |                                                       |
| Students will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies                                                             | Ch. 10 Selecting Strategies & Tactics and Ch. 11 Planning & Implementing Intervention Activities & Discussions; Application Activity #3 on Community Involvement | Knowledge, Skills, Values and Cognitive and Affective |
| 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 |                                                                                                                                                                  | Knowledge, Skills, Values and Cognitive and Affective |
| Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes                                                                                              | Application Activity #1 (Engaging Diversity) and # 2 (Agency Analysis)                                                                                           | Knowledge, Skills, Values and Cognitive and Affective |
| Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies                                                                                                | Application Activity #1 (Engaging Diversity) and # 2 (Agency Analysis)                                                                                           | Knowledge, Skills, Values and Cognitive and Affective |
| Students will facilitate effective transitions and endings that advance mutually agreed-on goals                                                                                                       | Application Activity #1 (Engaging Diversity) and # 2 (Agency Analysis)                                                                                           | Knowledge, Skills, Values and Cognitive and Affective |
| <b>Competency 9:</b> Students will Evaluate Practice with Individuals, Families, Groups, Organizations, and <b>Communities</b>                                                                         |                                                                                                                                                                  |                                                       |
| Students will select and use appropriate methods for evaluation of outcomes                                                                                                                            | Application Activity #1 (Engaging Diversity) and # 2 (Agency Analysis)                                                                                           | Knowledge, Skills, Values and Cognitive and Affective |

|                                                                                                                                                                                     |                                                                                                                          |                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 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 Activity #1 (Engaging Diversity) and # 2 (Agency Analysis); Application Activity #3 on Community Involvement | Knowledge, Skills, Values and Cognitive and Affective |
| Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels                                                                     | Application Activity #1 (Engaging Diversity) and # 2 (Agency Analysis); Application Activity #3 on Community Involvement | Knowledge, Skills, Values and Cognitive and Affective |

## **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 is 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 3 Application Activities, 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:**

|                                                                                                                                                                                                                                                                                       |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Chapter Quizzes</b> (10 quizzes @ 10 points each)<br><b>Note:</b> the lowest quiz grade will be dropped                                                                                                                                                                            | 100 points        |
| <b>Application Activities</b> -3 @ 100 points each                                                                                                                                                                                                                                    | 300 points        |
| <b>Weekly D2L Activities</b> (100 points total, 5 point penalty for any posted activity or discussion <b>not submitted on time</b> (no make-ups will be allowed) or which does not meet minimum stated expectation. <b>Discussion posts are expected to be a minimum of 100 words</b> | 100 points        |
| <b>Total Points Possible</b>                                                                                                                                                                                                                                                          | <b>500 points</b> |

## **ASSESSMENT**

### **Application Activities** (3 @ 20 points each)

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. See Appendix for Description of Application Activities**

# 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](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](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](mailto: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).

<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](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<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](mailto: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](http://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

## Course Schedule – SWK 331 Spring 2025

| Date                    |                        | Class Topic & Discussing During Class             | Class Assignments During the Week | Activities, Quizzes, Assignments                            |
|-------------------------|------------------------|---------------------------------------------------|-----------------------------------|-------------------------------------------------------------|
| Wk 1<br>Jan 13 - 19     | Dal 1/13<br>Com 1/14   | Ch. 1 – Intro to Macro Practice                   | Read Ch. 1<br>D2L Activities      |                                                             |
| Wk 2<br>Jan 20 – 26     | Dal No Cls<br>Com 1/21 | Ch. 2- Historical & Current Influences            | Read Ch. 2<br>D2L Activities      | Quiz Ch. 2 – Due 1/26                                       |
| Wk 3<br>Jan 27 – Feb 2  | Dal 1/27<br>Com 1/28   | Ch. 3 – Engaging with Diverse Populations         | Read Ch. 3<br>D2L Activities      | Quiz Ch. 3 – Due 2/2                                        |
| Wk 4<br>Feb 3 – 9       | Dal 2/3<br>Com 2/4     | Ch. 6 – Understanding Organizations               | Read Ch. 6<br>D2L Activities      | Quiz Ch. 6 – Due 2/9<br><b>Application Activity #1 DUE</b>  |
| Wk 5<br>Feb 10 – 16     | Dal 2/10<br>Com 2/11   | Ch. 7 – Assessing Human Service Orgs              | Read Ch. 7<br>D2L Activities      | Quiz Ch. 7 – Due 2/16                                       |
| Wk 6<br>Feb 17 – 23     | Dal 2/17<br>Com 2/18   | Ch. 4 – Understanding Communities                 | Read Ch. 4<br>D2L Activities      | Quiz Ch. 4 – Due 2/23<br><b>Application Activity #2 DUE</b> |
| Wk 7<br>Feb 24 – Mar 2  | Dal 2/24<br>Com 2/25   | Ch. 5 – Assessing Communities                     | Read Ch. 5<br>D2L Activities      | Quiz Ch. 5 – Due 3/2                                        |
| Wk 8<br>Mar 3 – 9       | Dal 3/3<br>Com 3/4     | Ch. 8 – Assessing Community & Orgs                | Read Ch. 8<br>D2L Activities      | Quiz Ch. 8 – Due 3/9                                        |
| <b>Mar 10 – 16</b>      | <b>SPRING BREAK</b>    | <b>ENJOY!</b>                                     | <b>DaNada!</b>                    | <b>BRAIN BREAK!</b>                                         |
| Wk 9<br>Mar 17 – 23     | Dal 3/17<br>Com 3/18   | REVIEW                                            | D2L Activities                    | <b>Application Activity #3 DUE</b>                          |
| Wk 10<br>Mar 24 – 30    | Dal 3/24<br>Com 3/25   | Drive About                                       | D2L Activities                    |                                                             |
| Wk 11<br>Mar 31 – Apr 6 | Dal 3/31<br>Com 4/1    | Ch. 9 – Designing & Bldg Support for Intervention | Read Ch. 9<br>D2L Activities      | Quiz Ch. 9 – Due 4/6                                        |
| Wk 12<br>Apr 7 – 13     | Dal 4/7<br>Com 4/8     | Ch. 10 – Selecting Appro. Strategies & Tactics    | Read Ch. 10<br>D2L Activities     | Quiz Ch. 10 – Due 4/13                                      |
| Wk 13<br>Apr 14 – 20    | Dal 4/14<br>Com 4/15   | Ch. 11 – Planning & Implementing Intervention     | Read Ch. 11<br>D2L Activities     | Quiz Ch. 11 – Due 4/20                                      |

|                            |                      |                                                            |                               |                           |
|----------------------------|----------------------|------------------------------------------------------------|-------------------------------|---------------------------|
| Wk 14<br>Apr 21 –<br>27    | Dal 4/21<br>Com 4/22 | Ch. 12 –<br>Monitoring &<br>Evaluating and<br>Intervention | Read Ch. 12<br>D2L Activities | Quiz Ch. 12 – Due<br>4/27 |
| Wk 15<br>Apr 28 –<br>May 4 | Dal 4/28<br>Com 4/29 |                                                            |                               |                           |
| May 5 -<br>9               | FINALS               |                                                            |                               |                           |

## APPENDIX A “APPLICATION ACTIVITIES”

### **Application Activity #1 - Engaging with Diverse Populations (100 points)**

Attend a cultural event or activity that is **different than a group with which you identify**. This can be a church service, a social event, community festival... any activity in which there's a predominant cultural/ethnic/focal population present and DIFFERENT than your own.

Write a 3-4 page reflection paper

- I. Summarize the purpose of the event
- II. Perceived perspective of the group participating in the event
- III. Your reaction to the experience.

Respond to the following questions as a part of your reaction:

- a. What experiences have you had with members of this population group?
  - b. What self-identities and attitudes did you bring to this experience?
  - c. What are the strengths, vulnerabilities, and power imbalances faced by this population group?
- 
- IV. Use the framework related to Cultural Humility highlighted in Table 3.2 as a part of your analysis.
  - V. Implications of **intersectionality** of this group or population – what are the dimensions of intersectionality within this population? What are possible issues of power, privilege, discrimination, and oppression identified by members of this population (or through review of professional knowledge base)? What frameworks are useful in understanding population dynamics? (Review Spotlight 3.2 from text)
  - VI. Conclude with your overall assessment of this experience and how it influences your view of engaging with diverse populations in macro practice.



## **Application Activity #2 – Agency Analysis (100 points)**

Choose a human service organization in your community, or possibly an agency you're interested in doing your field internship. Follow the outline below, BUT refer to content from Ch. 7 for context. Write a 4-5 page paper addressing the areas from the outline.

**Use the headings to organize your paper. DO NOT PLAGIARIZE – any information taken from agency sources (websites, brochures, etc.) need to be paraphrased (put in your own words).** Include citations from any sources. **It may be helpful to interview agency personnel to obtain needed information.** I will be checking info from websites, FB, etc., and plagiarized information will have significant point deductions, or a grade of "F"

### **I. Description of the agency (include it's location and service area)**

- Mission
- Goals
- Objectives
- Purpose, services, and programs
- Philosophy

### **II. Describe the agency structure:**

- Board of Directors/Chief Executive Officer?
- Corporate/Private?
- Director of Program/Supervisory functions?
- Reporting hierarchy? (you may use a flow chart to clarify).

### **III. Describe the agency setting:**

- Urban? Rural? Multiple locations?
- Referral sources?
- Network with other agencies?

### **IV. Describe the population served:**

- Target population? Are there age limits for services?
- Prerequisites to admission?
- Admissions/services limited on the basis of diversity issues?
- Admissions/services mandated by funding services?
- Are some populations over/under represented?

### **V. Describe the funding sources for the agency:**

- Private? Public? Insurance reimbursement?
- Medicare/Medicaid required?
- Grants?
- State authorizations?

### **VI. Assessment of agency strengths and weaknesses**

- Your conclusion of agency's strengths and areas of weakness – what could be improved to enhance services

### **Application Activity #3 – Community Involvement & Oversight (100 points)**

Attend a community meeting (city council, school board, planning/zoning meeting, county commissioner's court, public hearing for a planned change, etc.). Record the purpose of the meeting, the key participants (public leaders, elected figures, etc.), who was in attendance, key points of discussion, and any decisions that were made.

Write a 3-4 page paper which includes the following in narrative, using full sentences and paragraphs:

- Date, time, location, and purpose of meeting
- Key participants (number, roles/purpose, etc.)
- Key points of discussion (summary) & any decisions that were made
- Observations about the overall meeting process
- Referring to Table 4.2 on "Functions of Community", address one or more of these functions that were reflected in the community meeting.
- Refer to the section on Strengths, Empowerment and Resilience Perspectives (in section on Contemporary Perspectives, and refer to Table 4.9). Assess the content of the meeting in terms of one or more of these perspectives.
- Conclude your paper with a one paragraph summary and conclusion.