

**Lewis-Clark State College- Coeur d'Alene**  
**SW 443: Macro Practice**  
**Fall 2009 - 3 Semester Hours Credit**  
**The class meets in HP 215 on Thursdays 9:00 – 11:30**

**Instructor:** John R. Seaman, M.S.W., Ph.D., M.B.A.

**Office:** 1000 W. Hubbard, Suite 142

**Phone:** (208) 292-2678

e-mail: [jrseaman@lcwarriormail.com](mailto:jrseaman@lcwarriormail.com)

Office Hours: Wednesday and Friday mornings. Other times by appointment

**Mission Statement**

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths based perspective, the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice with all populations, particularly the oppressed and at-risk members of society.

Through courses, internships, and student activities the program aims to foster in its students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

**I. COURSE DESCRIPTION AND OVERVIEW**

The Generalist Approach is continued with emphasis on social work practice with and within organizations and communities. Emphasis is placed on the importance of the many systems affecting large numbers of individuals. Organizational and community structures are examined in order for the beginning practitioner understand and intervene in the agencies and community within which social services are delivered. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 and admission to the social work program.

This course is one of four generalist practice courses. While building on the Liberal Arts perspective, it introduces students to work with organizations and communities and the interrelationship among individual, group, organizational, community and societal change. This course explores the dynamic relationship between social service and social change by focusing on organizations and communities and the intervention strategies which may promote societal and economic justice for people at risk. The course will develop skills for working within macro systems in the areas of administration, community organization and social planning.

**II. PURPOSE OF THE COURSE IN THE CURRICULUM**

Students will gain an understanding and appreciation of the resources available to communities and organizations in planning for social action and societal change as well as empowering organizations and individuals to mutually develop ways to meet diverse needs. The course assumes knowledge of diverse cultures, social conditions and social problems and applies the generalist

practice skills of assessing, planning, intervening and evaluating in making social institutions more humane and responsive to human needs.

### **III. PROGRAM GOALS AND COURSE OBJECTIVES**

#### **Program Goals addressed in this course:**

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
3. Practice without discrimination and with knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race religion, sex and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and policies.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communications skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of the organizations and service delivery systems and seek necessary organizational change.

#### **Course Objectives:**

Upon completion of this course, students will be able to:

1. Identify the changing nature of the historical, cultural and political contexts in macro level practice.
2. Apply a generalist practice model to the culture and behavior of organizations.
3. Demonstrate an understanding of client advocacy knowledge and skills at the Macro level necessary to obtain basic resources for clients and to facilitate client empowerment and social change.
4. Identify the dynamics of change within organizational structures and communities.
5. Recognize the impact of social policy on agencies, workers and populations at risk.
6. Demonstrate an understanding of action models to achieve necessary organizational change.
7. Demonstrate greater awareness of diversity of one's self and others in macro practice (including ethnicity, race, gender, class, culture, age, physical ability, spirituality, and sexual

orientation).

8. Describe characteristics of models of locality development, social planning and social action practice variables.
9. Apply the strengths perspective to community and organizational problems, conflicts, competing and diverse interests and ethical dilemmas in achieving necessary organizational change.
10. Identify resources available through research and evaluation to assist communities and organizations in combating causes and effects of institutionalized oppression.

#### **IV. Required texts:**

1. Nair, M. & Brody, R. (2008). *Macro Practice: A generalist approach*. (8<sup>th</sup> ed.). Wheaton, IL: Gregory Publishing Company. There also may be required readings which will be placed on reserve in the library. The professor will announce any library reserves.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.

#### **V. Teaching Methods and Classroom Climate**

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved.

***Social and Economic Justice:*** The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:

- ◆ Eliminate personal and institutional discrimination,
- ◆ Ensure access to needed resources and opportunities for all persons,
- ◆ Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- ◆ Respect cultural diversity in society,
- ◆ Advocate changes that improve social conditions and promote social justice,
- ◆ Encourage participation in the democratic process, and
- ◆ Encourage people to develop their own voice.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a

lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

**Shared Client And Agency Information:** In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

**Disabilities:** The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Disability Services at 792-2211. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

**SPECIAL ACCOMMODATION:**

**If you need course adaptations or accommodations because of a disability, if you have a medical condition that will effect your performance or attendance, if you need special arrangements in case the building must be evacuated, please share that with me during the first week of class.**

**Call me at 292-2678 or Email me at [jrseaman@lcwarriormail.com](mailto:jrseaman@lcwarriormail.com)**

## **VI. Class Assignments and Grading Procedures**

### **Deadline for Submission of Class Assignments**

Classroom assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted. Assignments submitted after this time will not be considered.

Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests will not be accepted. On the rare occasion of a medical, personal, or family emergency, the student may request permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Grade will automatically be reduced by 10% per day. No extra credit points are given.

Illness and emergencies can occur on occasion. For this reason, emergencies can be accommodated so that you will not lose all the points for an assignment or exam, but there will be reductions in the total points you can earn. Rather than giving a zero for missing a paper or exam, there are ways to regain most of the points. When circumstances prevent you from taking an exam on time, there is a 5 point deduction from you total score for taking the exam late. If you are more than a few days late taking an exam, your professor has to write a make-up exam so arrangements will have to be made to take this exam. There is a 10 point deduction from you score for taking a make-up exam.

In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 5 workdays of the test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no make up work.

**Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.**

### ***Policy Regarding Course Incompletes***

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term and to complete, with the instructor, the University required, *Petition for Incomplete Grade*. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the *Petition for Incomplete Grade*, or who fail to complete the required work, will be assigned a grade of “F”.

### **Use of cell phones and laptops/computers:**

Cell phones should be turned “off,” set for “all off,” or “vibrate” during class. If you must answer a call, please step outside the room so you won’t disturb the students around you. It is permissible to use laptops/computers for note taking during class lectures/discussions, but not during exams. In addition, it is considered rude and unprofessional behavior to use the computer for other than taking notes during lecture/discussion periods. Use of the Internet, checking Emails, MySpace, Facebook, playing computer games or other non-class related activities during class, means you are not “present” for the class and therefore you will be marked as absent, losing the 5 points for lack of participation.

### **Academic Honesty and Plagiarism**

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**\*\* In addition to action by the professor, all incidents will be reported to Student the Director of the Social Work Program.**

### **Professional Writing Standards**

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological

Association (6<sup>th</sup> Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12 font, preferably Times New Romans style or a similarly readable style.

**A. Student evaluation in this course consists of:**

1. Exams which are noted in the Class Schedule, Section VII
2. Term paper
3. Classroom participation. See explanation below.
4. Presentation of term paper

1) **Exams:** There will be an exam on each chapter assigned in the text book. These exams will include in-class, closed book exams. The number of points for any given exam will vary depending on the complexity of the chapter and on the type of exam (essay or objective).

**2) Term Paper – Due at class time November 27. Papers submitted when class is over will be reduced 5 points and 5 points per day thereafter.**

The final term paper for this class is worth **50 points**. The paper will consist of choosing a topic related to the course such as those topics listed in the chapters assigned for reading or class discussion.

\_\_ (5 points) The student will discuss the topic in terms of relevance to material covered by the text or that was presented in class lecture. Suggested topics are in the table of contents of the text.

\_\_ (5) Relevance of the topic for social work Macro Practice.

\_\_ (5) The sources of the paper will be from professional journals and three articles will be selected for inclusion in the paper.

\_\_ (5) Only two quotations will be allowed. The remainder of the paper must be in your own words.

\_\_ (5) The papers will be from 6 to 8 pages in length, double spaced with 1” margins and preferably in Times New Roman font for ease of reading.

\_\_ (5) Logical flow

\_\_ (5) Demonstrate critical thinking in analyzing the content of the articles.

\_\_ (5) Presentation includes correct grammar, spelling, and formatting.

\_\_ (5) Material from the journal sources will be properly identified.

\_\_ (5) The paper is to be stapled, not sheathed in a binder or other type of folder.

**3) Classroom participation:** 5 points can be lost for failing to participate in any given class.

Participation requires being present in the classroom during the whole class session, being prepared for class, and answering questions based upon the readings.

Being part of the class is included in your evaluation for two important reasons: **One**, when you are not present, the class is diminished by not having your ideas, your presence, and/or your influence on our thinking. **Two**, being in class also expresses your interest in the class and your ability to conduct yourself in a professional manner.

Participation also exemplifies your commitment to the work to be done and your professionalism which is so important to your future employers. As a professional program, Social Work faculty must make assessments about your readiness to enter the field at the professional level.

**4) Presentation** of your paper worth **25 points**: This will be a 5 to 10 minute presentation to the class on the content of your paper. Summarize briefly:

- \_\_\_ (5) What is your topic and why did you choose it?
- \_\_\_ (5) What were the sources you used?
- \_\_\_ (5) What was of value in the articles and applicable to social work Macro Practice?
- \_\_\_ (5) The majority of the presentation was not read from notes
- \_\_\_ (5) Good eye contact with your audience.

### **Calculation of Final Grade**

Assessment of the quality and quantity of student work will be made on the basis of the exams, the term paper, class participation, and presentation of the term paper, plus and any other assignments made during the course. The total scores will be determined as a percentage of the total points available as follows:

- 95 – 100% of possible points = A**
- 90 – 94% of possible points = A-**
- 85 – 89% of possible points = B+**
- 80 – 84% of possible points = B**
- 75 – 79 % of possible points = B-**
- 70 – 74% of possible points = C+**
- 65 – 69% of possible points = C**
- Below 65% of possible points = F**

**Please note: You can always determine your ongoing grades in the course by the formula your professor uses:**

**Total points earned/total points possible = %**

**Questions or Problems:** If the student begins to experience any difficulties completing the assignments or the course, the instructor should be consulted immediately so that we find ways to help the student. If the instructor has concerns about the student's progress, the student may be contacted to discuss the situation. Regardless, the student is encouraged to maintain open communication with the instructor.

## Reference List

- Brody, R. & Nair, M. (2005). Macro Practice: A generalist approach. Wheaton, IL: Gregory Publishing.
- Clifton, R. and Dahms, A. (1993) Grassroots Organizations. Prospect Heights, IL: Waveland Press.
- Davidson, J. (1997). The Complete Idiot's Guide to Managing Stress. New York: Alpha Books.
- Drucker, P. (1990). Managing the Nonprofit Organization. New York: Harper Collins Publishers.
- Haynes, K. & Mickelson, J. (1997). Affecting Change: Social workers in the political arena. New York: Longman Press.
- Homan, M. (1999). Promoting Community Change: Making it happen in the real world. Pacific Grove, CA: Brooks/Cole Publishers.
- Kahn, Si (1991) Organizing: A guide for grassroots leaders. Washington, D.C.: NASW Press.
- Kettner, P.M., Moroney, R.M. & Martin, L.L. (1990). Designing and Managing Programs. Newbury Park, CA: Sage Publications.
- Martinez-Brawley, E. (1995). Perspectives on the Small Community: Humanistic views for practitioners. Washington, D.C.: NASW Press.
- Meyer, C. & Mattaini, M. (1997). The Foundations of Social Work Practice. Washington, D.C.: NASW Press.
- Rivera, F. & Erlich, J. (1995). Community Organizing in a Diverse Society. Boston, MA: Allyn and Bacon Publishers.
- Rothman, J. & Sager, J. (1998). Case Management: Integrating Individual and Community Practice. (2<sup>nd</sup> Ed.). Needham Heights, MA: Allyn and Bacon.
- Schaeff, A.W. & Fassel, D. (1990). The Addictive Organization. San Franscisco, CA: Harper and Row.
- Schaffer, R.H. (1991). "Demand Better Results and Get Them." Harvard Business Review.
- Zastrow, C (2000). Introduction to Social Work and Social Welfare. Pacific Grove, CA: Brooks-Cole Publishers.

## **VII - Weekly Class Schedule**

- Aug 28 Introduction to the course and the class.  
Be sure you have ordered your text. We will begin using it next week.  
Presentation on interviewing for employment  
Case situations involving macro practice
- Sept 4 Be prepared to discuss chapters 1 and 2  
Types of agencies.  
The environmental context of human services.  
Influencing the Environment: Rationing Social Services.  
Constructing a client flow chart
- Sept 11 Exam 1 - on chapters 1, 2 and in-class material  
Be prepared to discuss Chapter 4: Organizational culture  
The Importance of core values  
Job ownership  
Primacy of the consumer
- Sept 18 Be prepared to discuss Chapter 5: Strategic Planning  
Organizational culture and its effect on service delivery - JR  
How to conduct strategic planning  
Critical issues in strategic planning
- Sept 25 Exam 2 - on Chapters 4 and 5 and in-class material  
Goals and Objectives: JR presents (Chapter 6)  
Communication questionnaire in class (if time allows)
- Oct 2 Be prepared to discuss Chapter 7: Implementing Achievable Plans  
Be prepared to discuss Chapter 8: Solving Organizational Problems
- Oct 9 Exam 3 on Chapters 6, 7, 8 and class lectures/discussion
- Oct 16 NO CLASS
- Oct 23 Be prepared to discuss Chapter 9: Handling Conflict  
Communication and conflict.  
Conflict management.  
Instructor presentation on a Model of conflict resolution.
- Oct 30 Be prepared to discuss Chapter 10: Perspectives on Diversity and Ethical Behavior  
Be prepared to discuss Chapter 11: Organizational Structures
- Nov 6 Exam 4 - on Chapters 9, 10, 11 and in-class material

- Nov 13      Final Papers Due  
Be prepared to discuss chapter 12: Skills at Running Meetings  
Be prepared to discuss Chapter 13: Managing Stress and Time
- Nov 20      Be prepared to discuss Chapter 18: How Community Organizations Affect Change
- Nov 27      Happy Thanksgiving Break!!!
- Dec 4        Exam on Chapters 12, 13 and 18
- Group 1: 5 to 10 minute presentation of your term paper covering the points discussed in VI. A. 4) above
- Dec 11      Group 2: 5 to 10 minute presentation of your term paper covering the points discussed in VI. A. 4) above