



SW443: Macro Social Work Practice

Course Information

Semester: Spring 2023

Semester Hours: 3

Classroom Location: DeArmond Room 106

Class Time: Thursday 1:30pm to 4:00pm

Instructor Information

Instructor: Tiffany Renner, LMSW

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Office Location: Harbor Center Suite 140

Office Hours: Tuesday 10:00am to 2:00pm; or by Appointment

Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

Provide competent services to promote social, economic, and environmental justice and advocate for human rights.

- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.

- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

Course Description

This course is designed to prepare students to engage in social justice activism and grassroots organizing at the Macro level. Students will learn firsthand skills that can be implemented at the grassroots level as well as within their agency/practice setting such as conducting a needs/gaps analysis and creating and executing strategic plans. Students will learn the importance of understanding the political climate as it relates to their practice and their client population.

Competencies & Practice Behaviors (Expected Learning Outcomes)

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 Educational and Policy Accreditation Standard (EPAS)** establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Educational Policy 2.1: Core Competencies Definition

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

Because of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
COMPETENCY 1:	Demonstrate Ethical & Professional Behavior
1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

COMPETENCY	DESCRIPTION
1.2	use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4	use technology ethically and appropriately to facilitate practice outcomes
COMPETENCY 2:	Engage Diversity and Difference in Practice
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
COMPETENCY 3:	Advance Human Rights and Social, Economic and Environmental Justice
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2	engage in practices that advance social, economic, and environmental justice
COMPETENCY 5:	Engage in Policy Practice
5.1	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
5.2	assess how social welfare and economic policies impact the delivery of and access to social services
5.3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
7.2	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
COMPENECY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th Ed.). Washington, D.C.: Author.

Classroom Expectations

Attendance

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. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17).

Tardiness

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 class as described in the Social Work Handbook.

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.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged and approved by the instructor.
2. 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 are not accepted.
 - a. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor to complete a Contract for Adjusted Assignment Due Date Form. This will result in an automatic 10% grade reduction for that assignment.

2. Extra Credit: There are no extra credit assignments for this course.

Cell Phone Policy

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work, which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

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 (7th 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-point font, preferably Times New Romans style or a similarly readable style.

Note: The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals based on your written work.

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100%	A-	90-94.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D	63-69.9%	F	62.9% and below

Class Assignments

1. **Attendance (350 Points):** This is an engaging class, you will be assigned groups, we will be doing in class assignments, it is important that you attend to be a part of the process

and to be a part of the group. I will grade not only your presence but also your contribution to class and group.

2. **Paper and Presentation on a Macro Intervention (450 Points):** Everyone will be responsible for completing one Macro level intervention (a real intervention, not imaginary) as a semester long project. Students will have creative license to choose a population they are enthusiastic about serving, consider the needs of this population and create a Macro level intervention to address a specific need. This project can take many forms; students might choose to do a fundraising event, an awareness raising event, or a political action event. As a group you will plan and implement this macro level intervention.
3. **Draft Macro Sections of Intervention (150 points):** Over the course of the Semester, students will need to meet different checkpoints as part of the planning process for their Macro intervention. Students will use skills/strategies learned in class to assist in the planning of their intervention and will turn in various assignments/essays at various stages of the planning process.

Checkpoint #1: Deciding on a Population- Literature Review of Topic: each group will decide on a population of people whom they share a common passion for serving. Once you have learned about your population, please submit a 12-15 page paper (not including title and references). The literature review summarizes and outlines the historical nature, research why this is a need, how has it changed within the community or nationally, what has driven services to evolve, are the resources accessible to the clients, how often have various gaps existed, what remedies were used to fix some of those issues?

Each group will conduct independent research into this population and examine the following:

1. What are the needs of this population?
2. What types of services are available to this population?
3. What is the general process this population follows in accessing services? Ex: what agencies do they go to, what can't they apply for, etc.
4. Where do gaps in services exist and what types of actions might your group take to address these gaps?
5. Create a flow chart (as described in class) mapping the journey of this population through "the system" in the search for services. Where does the client start? Where do they end? How do they get from point A to point B and what factors may affect their trajectory through the process?

6. Write a paper detailing your findings regarding the needs of the population, the resources available, and the gaps in the resources that exist. What Macro level interventions might be useful to enhance the need?
7. An outline and description of the sources (people/agencies) you consulted in researching for the project.

Checkpoint #2: Proposal

A proposal outlining the following:

1. The Mission and Vision statements for the project.
2. A proposal that describes the Macro intervention, what is it you are doing, creating, enhancing, etc. Describe how the intervention will be enhanced?
3. Describe how your proposal will benefit the population chosen and a description of what makes the proposal a Macro level intervention?
4. SWOT Analysis

Checkpoint #3: (Do not be misled this is a substantial portion of the paper) This is the area of the paper where you describe what you are doing and why? Describe all the steps taken to complete the macro intervention.

Using the **Logic Model** method learned in class, please provide a detailed Action Plan of all steps it will take to put your approved proposal into practice. This will be done via chart as well as written out as a case plan.

After the Logic Model create a plan that outlines the **Goals, Objectives, and Actions, Person in Charge, Cost and Timeline** for each individual item. This should be a very thorough document, and all team members should be represented as being responsible for an equitable distribution of the work. Describe who has done what, by what date, etc.

Final Presentation: At the end of the semester, after completion of your Macro Intervention, students will work with their groups to present their project to the class. Students will present the following information regarding the population they have been attempting to serve.

- 1) Describe the constellation of services required to meet the needs of this population and why yours has assisted?
- 2) Share the process you took to implement the macro change.
- 3) Describe the gaps in services and suggest how these gaps could be addressed.
- 4) Describe what funding sources might be available to meet unaddressed needs.

- 5) Detail for the class how you decided upon your intervention strategy, how your intervention was executed, and discuss the outcome of your project.
 - 6) Use of power point, approximately 30 minutes in length.
4. **Macro Reflection Journal: 50-points (10 points each):** Submit 5, 1–2-page reflection regarding the macro process, strengths, challenges, aha moments, learning moments, things to do different, etc. It may be a clever idea to keep this as an ongoing document throughout the semester.

Tentative Class Schedule

Week & Date	Readings	Activity	Assignments – Points
Week 1 January 19	Syllabus Critical Thinking Advocacy	Overview of Semester Project Planning of Macro Project/Group Selection	25-points Attendance and Participation
Week 2 January 26	Defining Macro Practice Generalist Practice Skills	Group Work	25-points Attendance and Participation
Week 3 February 2	Assessing the Community	Group Work	25-points Attendance and Participation
Week 4 February 9	Structure and Processes and Culture Flow Chart	Group Work	25-points Attendance and Participation 10-points Macro– Reflection Journal Due
Week 5 February 16	Leadership and Supervision Skills in Running Meetings	Group Work	25-points Attendance and Participation 50-points Checkpoint 1 Due
Week 6 February 23	Mission and Vision Statements	Group Work	25-points Attendance and Participation 10-points Macro– Reflection Journal Due
Week 7 March 2	SWOT	Group Work	25-points Attendance and Participation
Week 8 March 9	Logic Model	Group Work	25-points Attendance and Participation

	Implementing Achievable Plans Action Plans		10-points Macro–Reflection Journal Due
Week 9 March 16	Logic Model Implementing Achievable Plans Action Plans	Group Work	25-points Attendance and Participation 50-points Checkpoint 2 Due
Week 10 March 23	Ethics in Macro Practice	Group Work	25-points Attendance and Participation 10-points Macro–Reflection Journal Due
SPRING BREAK	3/27-3/31	NO CLASS	
Week 11 April 6	Formal and Informal Services Handling Conflict	Group Work	25-points Attendance and Participation
Week 12 April 13	Money: Grants, Searching for Funds	Group Work	25-points Attendance and Participation
Week 13 April 20	Grassroots Organizing International Social Work	Group Work	25-points Attendance and Participation 50-points Checkpoint 3 Due
Week 14 April 27	Mindfulness and Macro Practice	Group Work Practice and Wrap-Up	25-points Attendance and Participation 10-points Macro–Reflection Journal Due
Week 15 May 4	Macro Group Presentations		Presentations Due. - 50 points Final Paper Due. - 400 points
May 10-13	Finals Week		1000 Total Points