



SW443: Macro Social Work Practice

Course Information

Semester: Spring 2022

Semester Hours: 3

Classroom Location: DeArmond Room

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

Instructor Information

Instructor: Tiffany Renner, LMSW

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Office Location: Harbor Center Suite 140

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

Students enrolled in this course should expect that coursework scheduling will remain constant under normal circumstances. However, due to outside forces beyond the control of faculty and/or staff at LCSC, students should be aware that schedule and delivery modalities may change throughout the semester. While course times and meeting days should remain the same (excluding class cancellations), delivery modalities (face-to-face, virtual remote, online, etc.) may change due to extenuating circumstances. When circumstances warrant, assignment due dates or changes to assignments may be made. The instructor will communicate such changes with students in a timely manner. It is strongly recommended that students check their LC-Mail and Canvas accounts regularly to stay informed of the most current course information.

Examples of extenuating circumstances include, but are not limited to inclement weather, natural disaster, localized power outages, lab equipment failures, local or state directives, or instructor obligations (community or college service, professional development, or injury/illness, etc.).

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. We are committed to the preparation of professional Social Workers instilling the knowledge, skills, values, and cognitive and affective processes to address

the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional Social Work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships, including a curriculum that highlights a global perspective. 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. Our program is dedicated to the support of non-traditional age, rural and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful social science research projects (often program evaluation or needs assessments) through our research sequence, which culminates in a public symposium. (Revised September 2019)

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.

Introduction and Overview

The profession of **social work** and **political science** has always operated within the context of social policy, whether this policy stems from agency rules and guidelines, the decisions of boards, licensing regulations, governmental regulations and laws or court rulings. Students should have a grasp of how to analyze and evaluate the policies that will affect their work, the lives of their clients and the larger community. This course will focus on understanding of how policies have developed, whom they affect and how they affect those people, especially the disenfranchised, out-groups and those people needing empowerment.

Purpose of the Course in the Curriculum

This course is designed to provide students with the knowledge and skills necessary to engage in Macro practice both within the agency and within grassroots context.

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

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
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

COMPETENCY	DESCRIPTION
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* (6th 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.

Re-write Policy

Rewrites are not an option in this class. If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work be submitted.

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.

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. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and possibly the Vice President of Student Affairs. 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).

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether to review your grade. If I choose to review your grade, I will review your assignment in full and may adjust your grade up or down.

Social and Economic Justice

Lewis-Clark State College's Statement of Inclusion

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. Please visit [LCSC's Diversity](#) web page for more information.

Social Work Program Expectations

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 **NASW 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.

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

Grade Definitions

LETTER GRADE	DEFINITION
A	Above and Beyond

LETTER GRADE	DEFINITION
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late
F	Below minimum standards for content and written communication, incomplete, and/or late

Class Assignments

1. Attendance (350 Points)

- a. 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 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.

Checkpoints (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 10-15 page paper outlining the following: *(this is a historical section, 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?)*

You 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? (i.e. what agencies do they go to, what can 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 mapping the journey of this population through "the system" in their search for services. Where does the patient start? Where do they end? How do they get from point A to point B and what factors may affect their trajectory through this process?
6. Write a paper detailing your findings regarding the needs of this population, the services available, and the gaps in the services that exist. What Macro level interventions might be useful to them?
7. An outline and description of the sources you consulted and people/agencies you contacted in researching this portion of your project.

Checkpoint #2: Proposal – (we will go over proposals)

A 4-7-page proposal outlining the following:

1. The Mission and Vision Statements of your group.
2. A brief Proposal outlining your Macro level intervention. Please tell me what you want to do (i.e. Fundraiser, awareness raising campaign, etc.). Lastly, tell me how you are going to do it (i.e. baked goods sales on campus, an awareness fun run, etc.) (1-2 pages)
3. A brief outline of how your proposal will benefit the population of your choice and a brief description of what makes your proposal a Macro level intervention (2-3 pages).
4. SWOT Analysis (1-2 pages)

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 that we learned in class, please provide a detailed Action Plan of all steps it will take to put your approved proposal into practice.

Your Logic Model should include **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.

1. **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.
50 points
 - 1) Describe the constellation of services required to meet the needs of this population.
 - 2) Share what is presently being provided in the community by:
 - a. Formal Services
 - b. Informal Organizations
 - 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 20-30 minutes in length.

3. **Macro Reflection Journal (25 points Each):** Submit 2, 3-4-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	Structure and Processes and Culture Flow Chart	Group Work	25-points Attendance and Participation
Week 4 February 9	Ethics in Macro Practice	Group Work LEAD ZOOM Conference 2/9 10:30am-12:30pm (PST)	25-points Attendance and Participation LEAD Discussion
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 LEAD ZOOM Conference 3/2 10:30am-12:30pm (PST)	25-points Attendance and Participation LEAD Discussion
Week 7 March 2	SWOT	Group Work	25-points Attendance and Participation
Week 8 March 9	Logic Model Implementing Achievable Plans Action Plans	Group Work	25-points Attendance and Participation 25-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	Community	Group Work	25-points Attendance and Participation
SPRING BREAK	3/28-4/1		
Week 11 April 6	Formal and Informal Services Handling Conflict	Group Work LEAD ZOOM 12:00pm-1:30pm (PST)	25-points Discussion LEAD Discussion
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 Practice and Wrap-Up	Group Work	25-points Attendance and Participation
Week 15 May 4			Presentations Due. - 50 points Final Paper Due. - 400 points 25-points Macro–Reflection Journal Due
May 10-13	Finals Week		1000 Total Points