



MIDWESTERN STATE UNIVERSITY

A Member of the Texas Tech University System

Course Syllabus: SOWK 4213 **Practice III**
College of Health Sciences and Human Services
Tues and Thurs 11:00-12:20 Centennial Hall 240
Spring 2026 January 20-May 15, 2026

Contact Information

Instructor: Catherine McInroe

Office: Centennial Hall #450 F

Office hours: Tuesday & Thursday 9:00-11:00 and Wednesday 10:00 to 12:00
or by appointment (Zoom meetings by appointment)

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Course Description

This course continues the development of practice skills as they apply to practice at the macro practice level, i.e. organizational and community levels. This course will deal especially with what macro practice is and provide a theoretical foundation to an examination of (1) understanding communities and community social problems; (2) understanding and analyzing organizations; and (3) preparing and developing intervention strategies in community and organizational contexts.

Throughout the course, the analysis and understanding of communities and organizations will be guided by systems, strengths, and social justice perspectives to understand the community and organizational contexts.

Course Delivery

This course has been planned as a fully face-to-face course. The class will meet in its regularly scheduled rooms all scheduled days.

Students with health concerns or any symptoms of illness should not attend in person but rather communicate with the professor in advance to evaluate if they may need to attend live classes via zoom. Students attending by Zoom without medical need and prior approval will be given a daily participation grade

of zero. **Students attending by Zoom must have advance approval and appear on video for the entire duration of the class.**

If Midwestern State University campus operations are required to change, it is possible course delivery or course format will change. Should that be necessary, students will be advised of the changes.

Course Objectives

Upon completion of the course, the students should be able to:

1. Identify and develop a community initiative based on community needs. (*Knowledge, Skills, Cognitive & Affective Processes*)
2. Demonstrate the ability to understand the socio-cultural, political, and economic forces that shape community development. (*Knowledge, Cognitive & Affective Processes*)
3. Critically analyze the role of citizen participation and community organizations in creating social change while accounting for the nature, sources, potential, and limits of power among various groups and the ethical imperative for social workers to engage in macro practice. (*Knowledge, Values, Skills, Cognitive & Affective Processes*)
4. Review the concepts of social and economic justice and explain how macro social work practice can help us move closer to a just society. (*Knowledge, Values, Skills*)
5. Identify a range of macro practice social work roles, skills, strategies, and tactics for encouraging collective action and assess their relevance in different contexts. (*Knowledge, Skills, Cognitive & Affective Processes*)
6. Use relevant research findings to analyze, select, and recommend appropriate change strategies that maximize the potential for success of an intervention. (*Knowledge, Values, Skills*)

Relationships among Core Competencies, Course Objectives, Practice Behaviors, and Assignments:

Midwestern State University Values:

People-Centered – Engage others with respect, empathy, and joy.

Community – Cultivate a diverse and inclusive campus environment.

Integrity – Always do the right thing.

Visionary – Adopt innovative ideas to pioneer new paths.

Connections – Value relationships with broader communities.

Textbooks & Instructional Materials

Netting, F.E., Kettner, P. M., McMurtry, S.L., & Thomas, M.L. (2012). *Social work macro practice* (6th ed.). Pearson Education, Inc.

- **List price: \$173.32** (prices may vary depending on the vendor)

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

- **List price: \$31.99** (prices may vary depending on the vendor)

Class Participation

It is expected that students will contribute to the maintenance of a healthy learning environment, by paying attention to lectures, to fellow students' contributions in the class and by not being disruptive in class. It is expected that students actively participate in class discussions and exercises. It is also expected that everyone who shares ideas/views is respectful of others' time and ideas/views. We could agree to disagree, but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures by raising pertinent questions, by contributing relevant ideas and by sharing relevant examples. Students will be expected to read all the assigned materials prior to class and be prepared to engage in class discussions related to the class topics.

Laptop and Cell Phone regulation

No Photographing, recording, text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on vibrate. Please do not surf the internet or listen to music while in class. Please note that using electronic devices during class time will have an adverse impact on participation grade.

Writing Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on

procedures in these matters may be found in the Office of Student Rights and Responsibilities.

Grading

Table 1: Student achievement will be evaluated on the basis of written assignments, class exams, class participation, and class presentation.

Assignments	Weight
Quizzes (10 quizzes averaged for total)	20%
Class Participation	10%
Assignment 1-Meeting Observation	10%
Assignment 2- Community Health Fair & Assessment	15%
Assignment 3-Organizational Assessment	25%
Final Exam	20%

Table 2: Weighted average will be used to calculate final grade.

Grade	Points
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. ***Social work students must repeat social work courses in which they receive a grade of D or F.***

Homework

Questions may be assigned for selected chapters to be answered and handed in at the next class.

Quizzes

Quizzes will be completed outside of class through D2L. Students will complete weekly quizzes by 11:59 pm on Sundays based on the required book chapters and lectures as indicated in the class schedule. Assigned reading should be completed before beginning each quiz. The quizzes are open book and notes, but there will be limited time to complete them. Eleven quizzes will be required. Twelve quizzes will be available and students completing all 12 will have their lowest quiz grade dropped. No requests for late access will be considered unless

the student has submitted documentation through the Dean of Student's office proving incapacitation for the entire week that the quiz was available. Anything presented via assigned readings or in class may be included in quizzes.

Final Exam

There will be a final exam. The final exam will consist of multiple-choice questions, true or false statements, short answer, and essay questions. Since class instruction will be based on the text as well as materials from other sources, what is presented in class may be included in the final exam.

Projects Required

APA style formatting is required for all written work in this course. Be sure to use appropriate APA style citations for any information you take from the textbook, handouts, lectures, reference materials, websites, or other outside sources while completing written assignments.

Written assignments are due by 11:59pm on their due date. **Assignments should be submitted through the appropriate drop box folder in D2L.**

COURSE ASSIGNMENTS:

Assignment # 1: Meeting Observation

Each student will attend a Wichita Falls City Council meeting. The Wichita Falls City Council meets the 1st and 3rd Tuesday of each month at 8:30 am in the Council Chambers located on the first floor of Memorial Auditorium, 1300 7th Street. Students will state the date of attendance and summarize the purpose and major agenda items of the meeting. Students will document specific information including procedures followed in decision making, roles, current issues of concern, conflict management, diversity, representation and policy development. Students will also include their reflection on the importance of macro social work practice based on the meeting they attend. Each student will submit a 2-3-page paper on or before the designated due date. Scholarly sources are required, APA format should be followed for the cover page and for headings.

Assignment #2: Community Health Fair Project (Community Needs Assessment & Public Education)

Practice III class members will work collaboratively to identify priority health or social issues affecting the Wichita Falls community and translate community needs assessment data into public-facing education. For the Spring semester, students will organize and participate in a Community Health Fair rather than a Community Forum. This assignment emphasizes community engagement, prevention, education, and macro-level intervention through outreach.

The purpose of this assignment is to: use community-level data to identify

pressing health or social concerns, increase public awareness through accessible education, practice macro social work roles including community engagement, collaboration, and advocacy. Translate research and needs assessment data into real-world community outreach

Assignment Description

Students will work individually or in small groups (depending on class size) to: Select a Community Health or Social Issue. Topics should be relevant to the Wichita Falls area and may include (but are not limited to): Mental health, Substance use, Access to healthcare, Food insecurity, Housing instability, Domestic violence, Maternal/child health, Chronic illness prevention and Social determinants of health

Conduct a Brief Community Needs Assessment

Use local, state, or national data sources (e.g., county health rankings, CDC data, local reports). Identify who is most affected and why the issue matters at the community level. Data gathered should inform the educational content presented at the Health Fair

Develop Health Fair Educational Materials

Students will create materials suitable for a public audience, such as: Posters or display boards, Handouts or brochures, Resource lists or referral information, Interactive elements (as appropriate), Materials should be:

Clear and accessible, culturally responsive, Grounded in evidence-based information, Appropriate for a non-academic audience

Participate in the Community Health Fair

Students will present their topic at the Health Fair by: Engaging with attendees, Explaining the issue and its community impact, Providing education, resources, and referrals as appropriate, Demonstrating professional and ethical social work behavior

Student Responsibilities

Depending on class size and logistics, responsibilities may include:

Coordinating displays and materials

Assisting with event setup and breakdown

Engaging with community members

Collaborating with peers and community partners

Ensuring materials align with social work values and ethics

Specific roles and expectations will be discussed in class.

Reflection Component

Each student will submit a **2-3-page reflection paper** that includes:

- The selected topic and rationale
- Summary of community needs assessment findings
- Description of educational materials and messaging
- Reflection on community engagement experience
- Discussion of how this activity reflects macro social work practice

APA format should be used for the reflection paper. At least 1 scholarly source is required. This assignment will be evaluated based on: Use of community data and needs assessment, Quality and clarity of educational materials
Professional participation in the Health Fair, Ability to communicate effectively with the public, Reflection and integration of macro social work concepts

Submission Instructions

Reflection papers must be submitted through **D2L** by the posted deadline. Participation in the Health Fair is required to receive full credit.

Assignment #3: Organizational Assessment & Intervention Project (Point-in-Time Assessment + Organizational Change Plan)

The framework for assessing organizations presented in the textbook should be used for this assignment (refer to pp. 264–266). This assignment involves a **written paper** and a **class presentation** and is designed to reflect two sequential phases of macro social work practice: **assessment** and **intervention**.

Part I: Point-in-Time Organizational Assessment

The first component of this assignment is a **Point-in-Time Organizational Assessment**, which requires students to conduct a structured, macro-level assessment of an organization **as it currently exists**. This assessment represents a “snapshot” of the organization at one point in time and should focus on present conditions only.

Students will examine the organization's:

- Mission and purpose
- Organizational structure and decision-making processes
- Programs and services
- Resources and supports
- Strengths and assets
- Challenges, gaps, and unmet or inadequately met needs
- Environmental, community, and policy contexts impacting the organization

Important:

This portion of the assignment is strictly **assessment-focused**. Students should **not propose solutions, interventions, or change strategies** in the Point-in-Time assessment section.

Students who are currently interning may choose their field agency for this assignment. Students who are not interning may select an organization from which they are able to gather sufficient information to complete the assessment framework.

In addition to the framework provided by the authors, other organizational assessment tools may be presented by the instructor.

Part II: Organizational Change Project / Intervention Plan

The second component of this assignment builds directly on the Point-in-Time assessment findings. Using the **Framework for Developing an Intervention** (pp. 296–297), students will propose an **organizational change project or intervention plan** that addresses one or more unmet or inadequately met needs identified during the assessment phase.

The proposed change project should:

- Be clearly grounded in the Point-in-Time assessment findings
- Address organizational or system-level change
- Align with social work values and ethical principles
- Demonstrate critical thinking and use of macro practice concepts

Scholarly sources must be cited to support the proposed change project or intervention plan. Scholarly sources may also be used to further contextualize the unmet or inadequately met needs of the client population.

Class Presentation Requirements

Students will deliver a **PowerPoint presentation** during the final week of the semester. Presentations must be **no less than 10 minutes and no more than 15 minutes** in length.

To reflect the assessment-to-intervention sequence:

- **No more than one-third (1/3)** of the presentation time and slides should be devoted to summarizing the **Point-in-Time Organizational Assessment**
- The remaining time should focus on presenting and justifying the **Organizational Change Project / Intervention Plan**

Evaluation of this assignment will be based on both **written communication** and **oral communication**.

Further details and expectations will be discussed in class as needed.

Late Work

All assignments must be submitted on time. Students who need additional time to complete assignments must meet with the instructor at least one class

session prior to the assignment due date to discuss the accommodations that need to be made. It is the student's responsibility to request this meeting.

Late work will be penalized ½ letter grade per 24-hour time period. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment. You should get with the instructor as soon as possible if an emergency occurs interfering with your ability to meet a due date.

Make Up Work/Tests

All assignments must be submitted on time. Late assignments will have a negative effect on your grade. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment.

Students who, for whatever reason, need additional time to complete assignments must meet with the instructor at least one class session prior to the assignment due date to make arrangements to discuss the accommodations that need to be made. It is the student's responsibility to request this meeting.

Make up exams will only be considered in cases of university excused absences or verifiable emergencies. Students will not be allowed to take make up exams after the original exam has been given. If you cannot take the exam on the required day and time, you must make arrangements in advance to take it PRIOR to the scheduled administration of the exam.

Important Dates

Check all dates on the [Academic Calendar](#).

Last day for term schedule changes: Feb 2.

Deadline to file for graduation: September 22 for December Graduation, February 16 for May Graduation.

Last Day to drop with a grade of "W:" 4:00pm March 4th.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Social Work Program Attendance Policy

Students are expected to attend all meetings of this class. If unable to attend class, please inform the instructor directly via email or office phone before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that **for each "uninformed class absence" a 0 will be assigned for the class period participation**

grade. Coming late to class, inattentive or disruptive behavior during class (including inappropriate cellphone use), and leaving early from class will have an adverse impact on attendance and participation grade. Students are allowed three excused absences as defined by MSU absence policy. For an absence to be excused the **student must inform the instructor of the reason for the absence** and provide documentation supporting the need for the class absence. Please note that **for each absence beyond the 4th, 5 points will be taken off from the student's final course (average) grade.** A **student who has missed six classes** (including the three excused absences) will **receive a full lower letter grade (10 points).** **After six absences the student will be dropped from the class.**

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty.

This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or **using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.).**

I use TurnItIn as an initial way to detect and measure AI use and plagiarism and may use additional detection tools if academic dishonesty is indicated or suspected. I have a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion** and violations will result in substantial

penalties including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating, plagiarism, or collusion or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun or in relation to the class. Students should prepare appropriately for discussions and refrain from causing disruptions to the class and course discussions.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

Accountability: Attend class, arrive on time, and return from break in a timely manner. Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided. Come to class prepared, with readings and other homework completed.

Respect: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language.

Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

Maintain any information shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult

with their instructor to receive a referral for counseling.)

Never use names of clients or disclose other identifying information in the classroom.

Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and pens. Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignment.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback Submission of Papers: Students will submit their written assignments through D2L. Papers will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

Humility: Strive to become more open to people, ideas, and creeds that you are not familiar with. Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping. Exhibit a willingness to serve diverse groups of persons. Demonstrate an understanding of how values and culture interact.

Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

Social Justice: Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the [MSU Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide

appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated [Pregnancy and Parenting](#) Liaison to discuss support available through the University.

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process.

Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and

employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Practice III Course Schedule

(The instructor reserves the right to adjust the syllabus schedule as needed.)

Week & Dates	Chapters/Readings	Assignments
Week 1 Jan 19–25	Course Introduction Discussion of Syllabus and Course Assignments	
Week 2 Jan 26–Feb 1	Chapter 1: An Introduction to Macro Practice in Social Work	- Quiz 1 Due Sun Feb 1
Week 3 Feb 2–8	Chapter 2: Historical and Contemporary Influences on Macro Practice	- Quiz 2 Due Sun Feb 8
Week 4 Feb 9–15	Chapter 3: Engaging with Diverse Populations	- Quiz 3 Due Feb 15
Week 5 Feb 16–22	Chapter 4: Assessing Community and Organizational Problems Maybe Guest Speaker	- Quiz 4 Due Feb 22
Week 6 Feb 23–March 1	Chapter 5: Understanding Communities	- Quiz 5 Due March 1

Week & Dates	Chapters/Readings	Assignments
Week 7 Mar 2-8	Chapter 6: Assessing Communities	- Quiz 6 Due March 8 -Assig#1 Due March 2
March 9-15	SPRING BREAK	
Week 8 Mar 16-22	Chapter 7: Understanding Organizations Health Fair March 20th	- Quiz 7 Due March 22 Assign#2 Reflection paper due March 22
Week 9 March 23-29	Chapter 8: Assessing Human Service Organizations	- Quiz 8 Due March 29
Week 10 March 30-April 5	Chapter 9: Building Support for the Proposed Change	- Quiz 9 Due April 5 Due April 2 Org. Assessment Rough draft -Bring copy to class
Week 11 April 6-12	Chapter 10: Selecting Appropriate Strategies and Tactics	- Quiz 10 – Due April 10
Week 12 April 13-19	Chapter 11: Planning and Implementing the Intervention	- Quiz 11 Due April 19 Assign#3 Org. Assessment Due- Final Copy

Week & Dates	Chapters/Readings	Assignments
Week 13 Apr 20–26	Chapter 12: Monitoring and Evaluating the Intervention	- Quiz 12 April 26
Week 14 Apr 27–May 3	Student Presentations	Present on April 28 and 30th
Week 15	Final Exam period on May 12 1:00pm-3:00pm	

Note: Please note that communities and organizations are the two major foci of this course. Therefore, while chapters 3-8 will be covered, chapters 9-11 may or may not be covered (depending on availability of time).

