



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 McCoy 205
Fall 2026 Aug 24-Dec 10

Contact Information

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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.

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:

<u>CSWE Core Competencies</u>	<i>Course Objectives</i>	<i>Practice Behaviors</i>	<i>Assignments</i>
1	3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	All assignments
2	4	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; engage in practices that advance social, economic, and environmental justice	Assignments # 1 & 2
4	1 & 6	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; use and translate research evidence to inform and improve practice, policy, and service delivery	All assignments
7	All the course objectives	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	All assignments, reading quizzes, final exam, class exercises, and

<u>CSWE Core Competencies</u>	Course Objectives	Practice Behaviors	Assignments
		develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	class presentations
8	All the course objectives	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of clients and constituencies	All assignments, reading quizzes, final exam, class exercises, and class presentations

Midwestern State University Values:

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

Community – Cultivate a respectful campus environment consistent with applicable federal and Texas law and Texas Tech University System policy.

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., McMurtry, S. L., Thomas, M. L., & Kettner, P. M. (2023). Social work macro practice (7th ed.). Pearson.

- Print ISBN-13: 9780135868386 (prices and purchasing options may vary by 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 individuals 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 (12 quizzes averaged for total)	20%
Class Participation	10%
Assignment 1 - Meeting Observation	10%
Assignment 2A - Community Assessment	10%
Assignment 2B - Community Forum & Reflection/Evaluation	5%
Assignment 3 - Organizational Assessment & Intervention Project	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. Twelve quizzes will be required. All 12 quizzes will be included in the quiz average. 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, representation, community perspectives, 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 Assessment & Community Forum Project (Part A: Community Assessment; Part B: Community Forum & Reflection/Evaluation)

This project is completed in sequence. Students will first conduct a Community Assessment to identify and document an important social or community issue affecting the Wichita Falls area. The completed assessment will then be used to select and develop the Community Forum topic. Students will subsequently plan and conduct the Community Forum and complete an individual reflection/evaluation.

The purpose of this assignment is to:

- Use community-level data to identify and document a significant local social or community concern.
- Examine the identified issue from a macro social work perspective.
- Use assessment findings to guide selection of the Community Forum topic and stakeholders.
- Practice macro social work roles including assessment, planning, collaboration, facilitation, advocacy, and community engagement.
- Translate community assessment findings into a community-focused educational and engagement event.

Part A: Community Assessment

Students will work collaboratively as directed in class to gather and analyze community-level information. The Community Assessment must be completed before the class constructs the Community Forum.

Community Assessment Requirements

Students will review relevant local, state, and national data and other credible sources to identify issues of concern in the Wichita Falls community. The assessment should identify the population affected, explain the scope and importance of the issue, describe existing community resources and strengths, identify service or resource gaps, and examine factors contributing to the concern. The assessment should conclude with findings that can be used by the class to determine an appropriate Community Forum topic. The Community Assessment is due October 18.

Community Forum: Planning and Implementation

After the Community Assessment is completed, the class will use the assessment findings to select the Community Forum topic and organize a Forum designed to promote discussion and education regarding the selected issue. The Forum should be inter-organizational and interdisciplinary when appropriate. Students will identify and invite speakers or experts from relevant community organizations and may invite MSU faculty, administrators, students, policy makers, and members of the public.

Student Responsibilities

Depending on class size and event logistics, responsibilities may include:

- Identifying and contacting speakers, experts, and community partners.
- Assisting with venue and event logistics.
- Preparing the agenda, flyers, promotional materials, and educational information.
- Inviting MSU students, faculty, administrators, and community members.
- Coordinating registration or sign-in procedures.
- Assisting with CEU arrangements when applicable.
- Facilitating discussion and engaging professionally with participants.
- Completing other responsibilities that arise during planning and implementation of the Forum.

Specific roles and expectations will be discussed and assigned in class.

Part B: Community Forum Reflection/Evaluation

Following the Community Forum, each student will submit an individual 2–3-page reflection/evaluation paper that includes:

- Identification of the selected community issue and explanation of how the Community Assessment supported the topic selection.
- Brief summary of the most relevant Community Assessment findings used in planning the Forum.
- Description of the student's role and contributions to planning and implementing the Forum.
- Evaluation and reflection on the Forum, including community/stakeholder engagement and what was learned from the experience.
- Discussion of how the assessment and Forum reflect macro social work practice, community collaboration, advocacy, and social work values.

APA format should be used for both written components. At least one scholarly source is required, and community data sources used in the assessment must be appropriately cited.

Evaluation

Assignment #2 will be evaluated in two components: Part A, Community Assessment (10% of the course grade), and Part B, Community Forum & Reflection/Evaluation (5% of the course grade). Evaluation will consider the quality and use of community data, participation and collaboration, professional behavior, contribution to the Community Forum, and integration of macro social work concepts.

Submission Instructions and Dates

Part A: Community Assessment is due October 18 through D2L. The Community Forum target date is November 5 and may be adjusted based on community partner and speaker availability. Part B: Community Forum Reflection/Evaluation is due by 11:59 PM on the Sunday immediately following the Community Forum. The specific due date will be posted in D2L once the Community Forum date is confirmed. Participation in the Community Forum is required to receive full credit for Part B.

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. Students should draw primarily from Chapters 6–8 of the 7th edition, which address understanding organizations, assessing human service organizations, and assessing community and organizational conditions. 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 planned-change and intervention-design concepts presented in Chapters 9–11 of the 7th edition, 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 $\frac{1}{2}$ 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: Aug 27.

Deadline to file for graduation: September 21 for December Graduation, October 5 for May Graduation.

Last Day to drop with a grade of “W”: 4:00 p.m. November 23. 4:00pm .

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

Desire-to-Learn

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 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 remain open to people, ideas, values, beliefs, and backgrounds that may differ from your own. Communicate professionally and respectfully, avoid unlawful discrimination or harassment, and comply with applicable federal and Texas law and Texas Tech University System policies. Demonstrate an understanding of how values, culture, and community context may affect professional social work practice.

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](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the Student Emergency Support and Resources webpage to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@msutexas.edu.

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

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

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.

**Fall 2026 Course Schedule
SOWK 4213 Practice III**

Week	Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
Week 1	Aug. 24–30	Tues. Aug. 25: Course introduction; syllabus; overview of course assignments and macro practice. Thurs. Aug. 27: Introduction to macro practice; introduce City Council Meeting Observation, Community Forum, and Organizational Assessment & Intervention Project.	No quiz
Week 2	Aug. 31–Sept. 6	Tues. Sept. 1: Ch. 1 – An Introduction to Macro Practice in Social Work. Thurs. Sept. 3: Ch. 1 continued; application and discussion.	Quiz 1 – Sept. 6
Week 3	Sept. 7–13	Tues. Sept. 8: Ch. 2 – Historical and Contemporary Influences on Macro Practice. Thurs. Sept. 10: Ch. 2 continued.	Quiz 2 – Sept. 13
Week 4	Sept. 14–20	Tues. Sept. 15: Ch. 3 – Assigned Chapter Reading. Thurs. Sept. 17: Ch. 3 continued; City Council observation/application discussion.	Quiz 3 – Sept. 20 Assignment #1: City Council Meeting Observation – Sept. 20
Week 5	Sept. 21–27	Tues. Sept. 22: Ch. 4 – Understanding Communities; introduce Community Assessment and needs-assessment process. Thurs. Sept. 24: Ch. 4 continued; Grey Literature Presentation (approximately 40 minutes); applying grey literature to community assessment.	Quiz 4 – Sept. 27
Week 6	Sept. 28–Oct. 4	Tues. Sept. 29: Ch. 5 – Assessing Communities. Thurs. Oct. 1: Ch. 5 continued; Community Assessment data review and analysis; identify populations, resources, strengths, and gaps.	Quiz 5 – Oct. 4
Week 7	Oct. 5–11	Tues. Oct. 6: Ch. 6 – Understanding Organizations; continue Community Assessment analysis. Thurs. Oct. 8: Ch. 6 continued; Community Assessment workshop; synthesize findings and begin conclusions.	Quiz 6 – Oct. 11
Week 8	Oct. 12–18	Tues. Oct. 13: Ch. 7 – Assessing Human Service Organizations; finalize Community Assessment.	Quiz 7 – Oct. 18 Assignment #2A: Community

Week	Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
		Thurs. Oct. 15: Ch. 7 continued; Organizational Assessment guidance; Community Assessment final review.	Assessment – Oct. 18
Week 9	Oct. 19–25	Tues. Oct. 20: Ch. 8 – Assessing Community and Organizational Conditions; use completed Community Assessment to select Community Forum topic. Thurs. Oct. 22: Ch. 8 continued; Community Forum stakeholder/speaker planning; Organizational Assessment workshop/peer review.	Organizational Assessment Workshop/Peer Review – Oct. 22; bring current working draft/materials to class. Quiz 8 – Oct. 25
Week 10	Oct. 26–Nov. 1	Tues. Oct. 27: Ch. 9 – Designing and Building Support for an Intervention; Community Forum outreach and planning. Thurs. Oct. 29: Ch. 9 continued; final Community Forum preparation – agenda, speakers, responsibilities, and logistics.	Quiz 9 – Nov. 1
Week 11	Nov. 2–8	Tues. Nov. 3: Ch. 10 – Selecting Appropriate Strategies and Tactics; final Community Forum preparation. Thurs. Nov. 5: COMMUNITY FORUM (target date; subject to speaker/community partner availability).	Quiz 10 – Nov. 8 Community Forum – Nov. 5
Week 12	Nov. 9–15	Tues. Nov. 10: Ch. 11 – Planning and Implementing an Intervention; Community Forum debrief and evaluation. Thurs. Nov. 12: Ch. 11 continued; connect Forum experience to macro intervention and assessment.	Quiz 11 – Nov. 15. Assignment #2B: Community Forum Reflection/Evaluation – due by 11:59 PM on the Sunday immediately following the Community Forum.
Week 13	Nov. 16–22	Tues. Nov. 17: Ch. 12 – Monitoring and Evaluating the Intervention. Thurs. Nov. 19: Ch. 12 continued; course integration and presentation preparation.	Quiz 12 – Nov. 22 Assignment #3: Final Organizational Assessment & Intervention Project – Nov. 22 All PowerPoint/presentation materials – Nov. 22

Week	Dates	Tuesday / Thursday Class Content	Assignments & Due Dates
Week 14	Nov. 23–29	Tues. Nov. 24: Individual Student Presentations. Thurs. Nov. 26: NO CLASS – Thanksgiving Holiday.	Thanksgiving Holiday – Nov. 25–29
Week 15	Nov. 30–Dec. 4	Tues. Dec. 1: Individual Student Presentations. Thurs. Dec. 3: Individual Student Presentations.	Presentation materials previously submitted Nov. 22.
Finals	Dec. 5–10	Tues. Dec. 8: FINAL EXAM	Final Exam – Dec. 8, 1:00–3:00 PM

All quizzes and electronically submitted assignments are due at 11:59 PM on the date listed unless otherwise indicated.

Course schedule is subject to change at the discretion of the instructor. Community Forum timing may be adjusted based on community partner and speaker availability. If the Community Forum date changes, the Assignment #2B due date will adjust accordingly and will be posted in D2L.