



Course Syllabus: Practice III

College of Health Sciences and Human Services

Social Work Department

SOWK 4213

Spring 2023

Contact Information

Instructor: Dr. Packiaraj Arumugham

Office: Centennial Hall, Department of Social Work

Office phone: 940-397-4659

E-Mail: packiaraj.arumugham@mwsu.edu

Office Hours: Tuesdays: 1.00-4.00 pm

Thursdays: 1.00-3.00 pm

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 OBJECTIVES

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

Knowledge dimension:

1. Identify a range of macro practice social work roles, skills, strategies, and tactics for encouraging collective action and assess their relevance in different contexts.

Values dimension:

- Review the concepts of social and economic justice and explain how macro social work practice can help us move closer to a just society.

Skills dimensions:

- Demonstrate the ability to understand the socio-cultural, political, and economic forces that shape community development.
- Use relevant research findings to analyze, select, and recommend appropriate change strategies that maximize the potential for success of an intervention.

Cognitive and Affective Dimensions:

- 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.

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

<i>Core Competencies</i>	<i>Course Objectives</i>	<i>Practice Behaviors</i>	<i>Assignments</i>
Advance Human Rights and Social, Economic and Environmental Justice	2 & 3	<ul style="list-style-type: none"> 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 	All the assignments
Assess Individuals, Families, Groups, Organizations, and Communities	All the course objectives	<ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 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 	All the assignments, reading quizzes, final exam, class exercises, and class presentations

Required Text:

Netting, F.E., Kettner, P. M., McMurtry, S.L., & Thomas, M.L. (2012). Social Work Macro Practice (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

COURSE INSTRUCTIONAL METHODS

This course will be taught through small group discussions, audiovisual presentations and lectures. Students are expected to attend classes and to actively participate in discussions. The expectation is that students will have read the assigned readings to facilitate class dialogue and interaction.

Note: Please send your email on outlook (instead of D2L). Except for the weekend, I will check my emails during all the weekdays. Please expect a reply within 24 hours. In case you need any clarification, please don't hesitate to contact me via email.

D2L

D2L will be used throughout the semester for communication between class sessions. The course material (Syllabus, Power points, and other relevant items) will be posted onto D2L.

COURSE REQUIREMENTS:

Social Work Program Attendance Policy:

Students are allowed three excused absences as defined by the 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. A ****student who has missed five classes*** (including the three excused absences) will ***receive a lower letter grade***. ****After six absences the student will be dropped from the class. *If the sixth absence were to happen after the last day for "W", the student will receive a grade "F."***

It is expected that students attend every class. If unable to attend class, please inform the instructor before the class starts (or before class 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" 5 points will be taken off the final points***. Please note that the instructor should be informed directly via email or office phone. In case of an emergency, please inform the instructor as soon as possible. ****Coming late to class and leaving early from class without any prior notice will also have an adverse impact on attendance and participation grades.***

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.

While participation grades will be assigned based on the level, relevance, and substance of participation, the instructor reserves the right to assign participation grades based on the instructor's judgment. ***General criteria** followed for assigning participation grade will be as follows:

- **Poor** (participates **only in group** discussions): 0-5 points
- **Fair** (besides **group** discussions participates **occasionally in class**): 5-10 points
- **Good** (besides **group** discussions participates **often in class**): 10-15 points
- **Very good**: (besides **group** discussions participates **very often in class**): 15-20 points

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, listen to IPOD music while in class. ****Please note that using electronic devices during class time will have an adverse impact on attendance and participation grade.***

Students with Disabilities:

Note: Individuals requiring special accommodations according to the Americans with Disabilities Act, please present the instructor with a special Accommodation Request Form from the Midwestern State University Counseling Center.

Academic Integrity:

Academic integrity is essential to the mission of Midwestern State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old papers when preparing for this paper, nor may they consult with students who have already written the paper. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students, and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student affairs for disciplinary action which could result in suspension or expulsion from Midwestern State University.

All students are expected to submit their own original work. The presentation of another's words or ideas as your own, without giving credit to the source is regarded as plagiarism. Academic fraud, plagiarism, dishonesty, and cheating are serious acts of academic misconduct. If you are unclear about the proper use and citation of sources, or the details and guidelines for any assignment, you should discuss your concerns prior to the due date with the instructor.

Academic fraud and cheating include these and other misrepresentations:

- presentation of the ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to source;
- paraphrasing without credit to the source;
- participation in group project which presents plagiarized material;
- failure to provide citations for material obtained through electronic research;
- downloading and submitting work from electronic data bases without citation;
- submitting material created/written by someone else as one's own;
- copying from someone else's exam, homework, or laboratory work;
- allowing someone else to copy or submit one's work as his/her own;
- accepting credit for a group project without doing one's share;
- submitting the same paper in more than one course;
- using notes or other materials during test without authorization;
- not following the guidelines specified by instructor for "take home" exams; and
- the fabrication of research data.

COURSE ASSIGNMENTS:

Reading quizzes and Final Exam: There will be two reading quizzes (each worth 15 points) and a final exam (worth 30 points). Reading quizzes will be given on the designated dates; the quizzes will cover chapters presented until the designated date. The final exam will be given on the date scheduled by the university and the exam will cover chapters presented after the second quiz. For the final exam, students will be required to use Scantron.

The quizzes and the final exam will consist of multiple-choice questions and true or false statements. As class presentations will be based on the text as well as materials from other sources, **ONLY** what is presented in class will be included in the quizzes and final exam.

Assignment # 1: Meeting Observation (100 Points)

Each student will attend the 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 summarize the purpose and major agenda items of the meeting. Students will log specific information such as procedures followed in decision making, roles, current issues of concern, conflict management, diversity, representation and policy development (if any). 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 three to four page paper on the designated date. Although scholarly sources are not required for this paper, APA format should be followed for the cover page and for headings. The meeting agenda should be submitted separately along with the paper.

Note: The assignment will be submitted in D2L Drop Box.

Assignment # 2: Community Needs Assessment (100 Points)

This assignment will be completed by two or three students (depending on class size). The framework for assessing organizations presented in the text book should be used for this assignment (refer pp. 185-187). This assignment involves a paper and a class presentation. Students will use the given framework to assess a community or a neighborhood of their choice.

Based on their assessment, intervention strategies will be proposed for improving the community or neighborhood. The rationale for the proposed intervention strategies should be evident from relevant empirical literature. There is no word limit for the paper but all the areas provided in the framework should be used. Class presentation (PowerPoint) will be done for not less than 20 minutes.

Note: The assignment will be submitted in D2L Drop Box.

Assignment # 3: Organizational Assessment (100 Points)

The framework for assessing organizations presented in the text book should be used for this assignment (refer pp. 264-266). This assignment involves a paper and a class presentation. Students who are interning may choose their agency/organization for the assignment. Students who are not interning are free to choose an agency from which they might be able to collect the details as outlined in the framework for assessment. There is no word limit for the paper but all the areas provided in the framework should be used.

In addition to the framework provided by the authors, a couple other assessment tools will be presented by the instructor. Based on organizational assessment, students will propose an organizational change project (or intervention plans) focusing on unmet or inadequately met needs of clients served by the organization. Please note that the organizational change project is an important component and should not be missed in both the class presentation and in the paper. Scholarly sources/peer-reviewed journal articles (***not less than two**) should be cited in support of the proposed change project (or intervention plans). Scholarly sources may also be used to discuss the unmet or inadequately met needs of the client population.

Class presentation (PowerPoint) will be done for not less than 20 minutes, during the last week of the semester. The presentation should be a PowerPoint presentation. The total points for the assignment will be based on both written communication and oral communication. Further details (if needed) will be provided in class.

Note: The assignment will be submitted in D2L Drop Box.

Requirements:

The assignment will be evaluated on the basis of content, writing style (including organization, clarity, grammar, and punctuation) and timeliness of submission. ***While citations should be sufficient enough, they must not outdo students' own ideas and critical thinking.**

1. Include a title page, and a references page.
2. Abstract is NOT required.
3. Double-space throughout, leaving a one-inch margin on all sides.
4. As permitted by APA, use an easily readable font such as, Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10-point), or Georgia

(11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.

5. Provide relevant section headings.
6. The required writing style is that of the *American Psychological Association* (APA) Publications Manual (7th ed.).
7. ***Please note that assignment that does not meet the criterion in terms of the required number of sources will be given a “C” grade.**
8. Review carefully the RUBRIC given below for both the assignments.

Rubric

Criteria	Unsatisfactory	Struggling	Good	Proficient
Clarity	0-3 Ideas confusing, disconnected, and purpose is unclear.	3-6 Ideas somewhat clear, somewhat connected, and purpose is somewhat clear.	6-10 Ideas fairly clear, fairly connected, and purpose is fairly clear.	10-15 Ideas clear, well connected, and purpose is clear.
Content	0-5 Less adequate or inadequate; citations are not connected or connected poorly	5-10 Somewhat adequate; citations are connected somewhat well	10-20 Adequate; citations are connected well	20-30 Comprehensive; citations are connected very well
Relevance	0-5 Sources are not relevant. Poor connection has been made between the sources and the points made by the writer(s).	5-10 Relevance of the sources is not obvious. Fair connection has been made between the sources and the points made by the writer(s).	10-15 Relevance of the sources is somewhat obvious; good connection has been made between the sources and the points made by the writer(s).	15-20 Peer-reviewed journal articles are within the last 5 years; relevance of the sources is obvious; excellent connection has been made between the sources and the points made by the writer(s).
Logic	0-5 The transition between ideas is extremely weak.	5-10 There are several weak transitions between ideas.	10-15 There are very few weak transitions between ideas.	15-20 There are clear and effective transitions between ideas.
Writing Mechanics	0-3 4 or more violations of APA format, grammar or punctuation.	3-6 No more than 3 violations of APA format, grammar or punctuation.	6-10 No more than 2 violations of APA format, grammar or punctuation.	10-15 Appropriate use of APA formatting and appropriate use of grammar and punctuation.

Take advantage of MSU Writing Center:

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the 2nd floor atrium of Prothro-Yeager! Tutoring is available Monday through Thursday from 9am to 4pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6pm to 9pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Campus Carry

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.”](#)

Important Dates

Final Deadline for May graduates to file for graduation: February 20, 2023.

Last Day to drop with a grade of “W:” March 27, 2023

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

EVALUATION OF COURSE OUTCOMES:

The student’s achievement will be evaluated on the basis of written assignments, class exams, class participation, and class presentation.

The final grade will be calculated based upon the points that a student has accumulated throughout the term. A student may earn points as follows:

Grade Item	Points
Class Attendance	20
Class participation	20
Reading quizzes (2) Each worth 15 Points	30
Assignment # 1	100
Assignment # 2	100
Assignment # 3	100
Final Exam	30
Total	400

Late Assignments

Late assignments shall have a negative effect on grade. Only electronic copy of the assignment will be accepted. ***Late assignments are assessed a penalty of 5 points per day.** The assignments will ***NOT** be accepted **two days after** the due date. Do your assignments early to avoid computer, printer, or family emergencies. If anyone has difficulty with writing, please seek help from the University Writing Center.

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 only respond to them. ***Therefore, the instructor reserves the right to alter the course outline, assignments, or examination dates in order to incorporate these unexpected learning moments.**

GRADING SCALE

The total grade for the course is an accumulation of the points earned on each assignment. The following letter grades are used:

- A=90% of available points
- B=80-89% of available points
- C=70-79 % of available points
- D=60-69% of available points
- F=0-59% of available points

Social Work Program Grade Policy

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

Note: This grade policy is in effect since the Fall of 2020.

Course Schedule

<i>Week</i>	<i>Chapters</i>	<i>Assignments</i>
Week 1 (January 17, Tuesday & January 19, Thursday, 2023)	Course Introduction Discussion of course assignments Ch 1: An Introduction to Macro Practice in Social Work	N/A
Week 2 (January 24, Tuesday & January 26, Thursday)	Ch 1: An Introduction to Macro Practice in Social Work Cont'd... Ch 3: Engaging with diverse populations	N/A
Week 3 (January 31, Tuesday & February 2, Thursday)	Ch 3: Engaging with diverse populations Cont'd... Ch 4: Assessing community and organizational problems	N/A
Week 4 (February 7, Tuesday & February 9, Thursday)	Ch 4: Assessing community and organizational problems Cont'd ... Ch 5: Understanding Communities	Reading Quiz 1 on February 7, Tuesday
Week 5 (February 14, Tuesday & February 16, Thursday)	Ch 5: Understanding Communities Cont'd...	N/A
Week 6 (February 21, Tuesday & February 23, Thursday)	Ch 5: Understanding Communities Cont'd...	N/A
Week 7 (February 28, Tuesday & March 2, Thursday)	Ch 6: Assessing Communities	Assignment # 1 due by 11.30 p.m. on March 3, Friday (to be submitted in D2L DropBox)
Week 8 (March 7, Tuesday & March 9, Thursday)	Ch 7: Understanding Organizations & Ch 8: Assessing Human Service Organizations	Reading Quiz 2 on March 7, Tuesday
SPRING BREAK- NO CLASSES (March 13-18)	N/A	N/A

<i>Week</i>	<i>Chapters</i>	<i>Assignments</i>
Week 9 (March 21, Tuesday & March 23, Thursday)	Ch 7: Understanding Organizations & Ch 8: Assessing Human Service Organizations Cont'd...	Assignment # 2 due by 11.30 p.m. on March 24, Friday (to be submitted in D2L DropBox)
Week 10 (March 28, Tuesday & March 30, Thursday)	Ch 7: Understanding Organizations & Ch 8: Assessing Human Service Organizations Cont'd...	N/A
Week 11 (April 4, Tuesday)	Ch 7: Understanding Organizations & Ch 8: Assessing Human Service Organizations Cont'd...	N/A
Holiday Break-No Classes- (April 6-8)	N/A	N/A
Week 12 (April 11, Tuesday & April 13, Thursday)	Ch 9: Building Support for the Proposed Change	N/A
Week 13 (April 18, Tuesday & April 20, Thursday)	Ch 10: Selecting Appropriate Strategies and Tactics ...	N/A
Week 14 (April 25, Tuesday & April 27, Thursday)	Ch 11: Planning and Implementing the Intervention	Assignment # 3 due by 11.30 p.m. on April 28, Friday (to be submitted in D2L DropBox)
Week 15 (May 2, Tuesday & May 4, Thursday)	Class presentations	N/A
Week 16 (May 9, Tuesday)	Final Exam (1.00-3.00 pm)	N/A

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

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