



Course Syllabus: Practice III
College of Health Sciences and Human Services
SOWK 4213 TR 11:00-12:20 Centennial Hall 240
Spring 2022 January 10-May 7, 2022

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 room on 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** so that they may attend live classes via zoom. **Students attending by Zoom must appear on video the entire duration of the class.**

If Midwestern State University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible course delivery or course format will change. Should that be necessary, students will be advised of the changes.

In the event of increased incidence and risk of COVID-19 that results in the university moving to a shelter-in-place mode, the course instruction will transition to fully online. More instructions will be given at that time.

Course Objectives

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

Knowledge Objectives:

1. Identify and develop a community initiative based on community needs.
2. Demonstrate the ability to understand the socio-cultural, political, and economic forces that shape community development.

Values Objectives:

1. 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.
2. 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 Objectives:

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.
2. Use relevant research findings to analyze, select, and recommend appropriate change strategies that maximize the potential for success of an intervention.

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

Core Competencies	Course Objectives	Practice Behaviors	Assignments
Demonstrate Ethical and Professional Behavior	3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	All assignments
Advance Human Rights and Social, Economic and Environmental Justice	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

Core Competencies	Course Objectives	Practice Behaviors	Assignments
Engage in Practice-informed Research and Research-informed Practice	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
Assess Individuals, Families, Groups, Organizations, and Communities	All the course objectives	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 assignments, reading quizzes, final exam, class exercises, and class presentations
Intervene with Individuals, Families, Groups, Organizations, and Communities	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 diverse clients and constituencies	All assignments, reading quizzes, final exam, class exercises, and class presentations

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.

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

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	10%
Assignment 2	15%
Assignment 3	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. ***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 11:30 pm on Fridays 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

The final exam will be taken in person in the classroom using your own device using Respondus lockdown browser. The exam will consist of multiple-choice questions, true or false statements, and short answer or essay questions. Since class instruction will be based on the text as well as materials from other sources, what is presented in class will 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 11:30 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 on 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 discuss 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. Although scholarly sources are not required, APA format should be followed for the cover page and for headings.

Assignment # 2: Community Homelessness Assessment & Initiative

Practice III class members will participate in the North Texas Area Point In Time (PIT) Count in January and will then work together to complete a needs assessment to gather more information about people living unsheltered in the 16 county area counted by the Homeless Coalition of North Texas. Data gathered may be used to help inform the PIT Count effort, as well as to educate program planners, members of the public, and policymakers. Recommended project goals include developing an increased understanding of individuals and families residing on the streets, in encampments, and in emergency shelters of the city, increasing the effectiveness of the area PIT Count, developing a profile and description of the population, and defining current service needs in order to better serve and mitigate the experience of homelessness.

Using the framework given by the authors for a community needs assessment (pp. 185-187), the class will collaborate with key informants (for example, community leaders, service providers, shelter directors, etc.) of the area to identify the specific course of action to meet at least one of the broadly identified needs.

Although this is a group assignment, each student will earn a grade according to his or her participation from the beginning until the end of this assignment. Further details will be discussed in class.

Assignment # 3: Organizational Assessment

The framework for assessing organizations presented in the textbook 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 may partner with a student in an internship or choose an agency from which they might be able to collect the details as outlined in the framework for assessment. **This is a significant and lengthy assignment that should be started very early in the semester.**

In addition to the framework provided by the authors, other assessment tools may be presented by the instructor. Based on their organizational assessment, with consideration of the Framework for Developing an Intervention (Pgs. 296-297) students will propose an organizational change project (or intervention plan) focusing on unmet or inadequately met needs of clients served by the organization. Please note that **the organizational change project must be a key component of the assignment and the main focus of the presentation.** Scholarly sources 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 will be done for not less than 10 minutes and for not more than 15 minutes, during the last week of the semester. No more than 1/3 of the presentation slides & time should be spent summarizing the organizational assessment with the remaining time focused on presenting the Intervention Plan. 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.

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

Make up work 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

Last day for term schedule changes: January 10-13

Deadline for May graduates not enrolled for fall semester to file for graduation: February 14th

Last Day to Drop with a grade of “W:” March 21st

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 five classes** (including the three excused absences) will **receive a full lower letter grade. 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. I generally have a **zero-tolerance policy for cheating or plagiarism**, and violations will result in substantial penalties including a failing grade on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating 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.

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.

1. **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.
2. **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.

3. **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.
4. **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.
5. **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 on paper and electronically. Electronic copies 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.
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
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.

7. **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)
8. **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 website 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](#).

College Policies

Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. **The law does NOT allow open carry on campus.** For more information regarding campus carry, please refer to the University's webpage [Campus Carry Rules and Policies](#)

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 January 10 – January 14	Course Introduction Discussion of Syllabus and Course Assignments Point In Time Count Training --Speaker: Steve Sparks 1/13	Plan for the Point In Time Count on Thursday, January 27
Week 2 January 15 – January 21	Chapter 1: An Introduction to Macro Practice in Social Work	- Quiz 1
Week 3 January 22 – January 28	Chapter 2: Historical and Contemporary Influences on Macro Practice	- Quiz 2 Point In Time Count Thursday, January 27 4-8 pm
Week 4 January 29 – February 4	Chapter 3: Engaging with Diverse Populations	- Quiz 3
Week 5 February 5 – February 11	Chapter 4: Assessing Community and Organizational Problems - Guest Speaker Ryan Samuelson 2/10	- Quiz 4
Week 6 February 12 – February 18	Chapter 5: Understanding Communities	- Quiz 5
Week 7 February 19 – February 25	Chapter 6: Assessing Communities	- Quiz 6
Week 8 February 26 – March 4	Chapter 7: Understanding Organizations	- Quiz 7 -March 3: Bring rough draft of Assignment 3 to class (Org. info part)

Week & Dates	Chapters	Assignments
Week 9 March 5 – 11	Chapter 8: Assessing Human Service Organizations	- Quiz 8 - Assignment 1 due March 8
Week 10 March 12 – 18	Spring Break	
Week 11 March 19 – 25	Chapter 9: Building Support for the Proposed Change	- Quiz 9
Week 12 March 26 – April 1	Chapter 10: Selecting Appropriate Strategies and Tactics	- Quiz 10
Week 13 April 2 - April 8	Chapter 11: Planning and Implementing the Intervention	- Quiz 11 - Assignment 2 due April 5
Week 14 April 9 - April 15	Chapter 12: Monitoring and Evaluating the Intervention Holiday Break-no class Thursday	- Quiz 12
Week 15 April 16 - April 22	Student Presentations	-Final Exam April 21**
Week 16 April 23 - April 29	Student Presentations	
Finals Week Tuesday, May 3	** If Student Presentations run long the Final Exam will be moved to May 3 rd 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).

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STUDENT COURSE AGREEMENT

Please review the course syllabus. Once you have read and understand the syllabus and all faculty expectations, please sign and return this agreement. Please pay special attention to attendance and late/make-up work policies as well as the Instructor Class Policies and Professional Expectations of Student Behavior sections. If you have any questions, please do not hesitate to contact me at catherine.earley@msutexas.edu.

This agreement of understanding should be completed only after thoroughly reading the course syllabus. Sign, date & return this document to Professor Earley prior to the second class session.

_____ Printed Student Name

_____ Semester

I have read and understand the syllabus and faculty expectations for this course. I agree to come to class prepared and to participate fully in this course.

_____ Signature

_____ Date