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Macro Social Work (SW 6061) Syllabus

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Generalist Macro Practice I
SW 6061
Fall Semester, 2020

Instructor: Laurie Smith

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Phone: 909-537-3837

Office Hours: TBA

Email and response policy: lasmith@csusb.edu, response within 24 hours with the exception of weekends and holidays

Classroom and course meeting times: TBA

I. School of Social Work Mission

CSUSB'S School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

II. Course Catalogue Description

Overview of social welfare, social service sectors, and social work history and its mission in the U.S. Introduction to generalist model of practice with communities including theories of practice for planned change within communities.

III. Course Overview and/or Rationale

The purpose of this course is to introduce students to macro social work concepts. There are two thrusts to this course: 1) an introduction to social welfare policy concepts, arenas of practice, and the evolution of social welfare in this country and 2) an introduction to macro practice roles of the social worker, within a generalist problem solving approach. The rationale for the focus on macro practice roles (vs. theories of practice) is that students, in their first quarter of the program, can more readily "connect" with macro practice through the observation of macro practice roles performed by their colleagues in field placement agencies. Thus, theories are saved for the second foundation macro class, after students have begun to identify what macro practice looks like. This course will also focus on "planned change" at the organizational and community level, with particular attention to present as well as historical treatment of oppressed groups and populations-at-risk including people of color, women, the LGBT community, people with disabilities, the elderly, and low-income groups. Social work values and ethics provide the guidelines for working with populations-at-risk, minority groups, and oppressed populations.

Students will come to understand how systematic inequality and oppression impact social relations within larger systems and will learn macro social work roles to advocate for social and economic justice in organizations, communities, and society.

IV. Student Learning Outcomes and EPAS Coverage

Upon completion of the course students will be able to:

<p><i>Demonstrate understanding of the range of policy responses (historically and currently) to social welfare needs in the US and globally.</i></p> <ol style="list-style-type: none"> Covered by: Reading and lectures weeks 1- 4 Assessed by: quizzes, midterm and final paper EPAS Competency and dimension: #3, Advance Human Rights and Social, Economic, and Environmental Justice, knowledge dimension
<p><i>Identify major elements of ethical social work practice and begin to apply these elements to macro practice</i></p> <ol style="list-style-type: none"> Covered by: readings, lecture and in class exercises week 5 and on-going Assessed by: quizzes, final paper EPAS Competency and dimension: #1; Demonstrate Ethical and Professional Behavior, knowledge and values dimensions
<p><i>Apply the generalist model (including diversity, social work ethics) to the various social work macro practice roles at agency, community, and global levels.</i></p> <ol style="list-style-type: none"> Covered by: readings and lecture Assessed by; Quizzes and final paper EPAS Competency and dimension
<p><i>Differentiate between a “concept,” a “theory,” and an “ideology” as it relates to social work macro practice.</i></p> <ol style="list-style-type: none"> Covered by readings and lecture Assessed by quizzes and final paper EPAS Competency and dimension #5 Engage in Policy Practice, knowledge dimension
<p><i>Discuss major social welfare sectors (e.g. health, mental health), the issues in service delivery, and the roles social workers play in these sectors.</i></p> <ol style="list-style-type: none"> Covered by readings and lecture Assessed by quizzes and final paper EPAS Competency and dimension #3 Advance Human Rights and Social, Economic, and Environmental Justice, knowledge and values dimension

V. Required Texts/Readings

Texts:

Brueggemann, W. (2014). The practice of macro social work, (4th ed.). Belmont, CA: Thomson Brooks/Cole.

Hardina, D. (2002). Analytical skills for community organization practice. New York, NY: Columbia University

Additional Required Readings:

See course Blackboard site for week by week additional reading.

VI. Course Requirements and Expectations

Attendance/Participation: Participation in class discussion as well as in-class exercises is expected. If you are absent and therefore do not contribute to learning the material, it will affect your grade. Absences may result in reduction of points (1 point per class session up to 3 sessions). If more than 3 sessions are missed, students may receive an “F” for the course. Please arrange with other students to obtain handouts, notes or other class material if you miss a class session. The course syllabus and other material will be posted on the course Blackboard site.

Late Arrivals/leaving the classroom: Students are expected to be in the classroom at the start of the class. If you are delayed for some reason, please enter the classroom at 15 after or on the half hour. Please speak to me if there is some reason you are not able to arrive on time or if there is some reason you are not able to stay in the classroom.

Cellphone/computer use in the classroom: The use of cell phones or texting in class is prohibited. The use of computers in class is prohibited with the exception of note taking during lecture. Please discuss with me if you have some special need.

Late Submission of Assignments: All assignments are to be submitted by the assigned date/time. Late assignments may not be accepted at all or will receive substantial deductions. If a circumstance arises that may affect meeting an assignment’s due date, discuss this with me as soon as possible, ideally before the due date.

VIII. Assignments and Grade Policy

1. ***Reading reflections:*** A reading reflection will be submitted on the assigned dates (*see course calendar*) via Blackboard. The reflection is due by our scheduled class time on the due date. Each student will read the assigned material and respond to the reading reflection prompt posted on Blackboard. Each reading reflection is worth 5 points. Please see rubric at the end of this syllabus for details on the required content for this assignment.

Reading reflection grading: Reading reflections will be graded based on how thorough and accurate the question responses are. The specific grading criteria can be found in the reading reflections rubric at the end of this syllabus.

2. ***Quizzes:*** Students will complete quizzes on the assigned dates/times. No make-up quizzes will be made available unless prior arrangement have been made with the instructor. Quizzes will be in a short answer and short essay response format. Each quiz is worth 6 points.

Quiz Grading: Quizzes will be graded based on the instructor’s evaluation of the degree to which the student’s response to the quiz questions/prompts are correct and thoroughly explained.

3. **A Course Paper:** A course paper, which applies social welfare and macro practice roles to a specific organization, will be turned in during **finals week (see course calendar for exact day/time)**. This is a 7-10 page paper. A rubric for the paper is provided in section XII of this syllabus. This assignment is aligned with learning outcome/objectives #'s 2, 3, 4 & 5.

Course Paper Grading: A grading rubric for the final paper is provided at the end of this syllabus. The rubric lays out all of the criteria used for grading the paper.

Breakdown of course assignments and points:

Assignment	%	Points
Reading Reflections		30
Quizzes		30
Course paper		40
Total	100%	100

This course is based on a possible 100-point scale. The grading scale is as follows:

Percent	Letter grade
100-96	A Excellent
95-90	A- Very good
89-86	B+ Good
85-83	B Satisfactory
82-80	B- Poor
79-76	C+ Below course expectations
75-73	C Seriously below expectations
≤ 72	F Failed course

Writing Coach:

The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. You can visit the writing coach at any stage in your writing: as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between). Francesca can meet with you on campus during her available hours, online (Via Google Hangouts), or by email. While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. All contact information for Francesca is at <http://socialwork.csusb.edu/tutor/index.htm>.

IX. University Policies

Plagiarism and Cheating

Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations" in the [Bulletin of Courses](#)). Among the possible consequences for plagiarism and/or cheating is expulsion.

Support for Students with Disabilities

The School of Social Work supports the University commitment to diversity and the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodations to any student with a disability who is registered with the Office of Services to Students with Disabilities that needs and requests accommodations as recommended by that office. If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at (909) 537-5238.

Cal State San Bernardino Statement of Commitment to Diversity Excerpt

"In our commitment to the furthering of knowledge and fulfilling our educational mission, this campus seeks a climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community...Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age". (From the CSU San Bernardino [University Diversity committee Statement of Commitment to Diversity](#), 2010)

Dropping and Adding

It is the student's responsibility to ensure that they have enrolled in their classes, or officially dropped them if they do not intend to attend, by Census Date.

Emergency Event Procedures

The CSUSB campus is typically a very safe place. However, unforeseen events can happen anywhere. The purpose of this section of the syllabus to review different types of emergencies together to have a plan in mind. 911 can be called any time there is a need for an emergency response. The non-emergency phone number for campus police is 537-5165. (On campus phone the number is 75165). The campus escort service for company walking to your car is 909-537-5165.

If a class is canceled due to campus closing, please go to your course Blackboard site to see if there is an alternative assignment for that class session or for other updates.

The list below cannot cover every aspect of every possible situation, but it should cover some basics and provide some initial preparedness.

Emergency Preparedness Checklist for First Class Session Discussion

- Building Alarm goes off (fire or other). Evacuate building calmly. Only use stairs. Proceed as a group to the grass area beyond Parking Lot M (in front of Visual Arts Building). Stay there until building Marshall (wearing reflective vest) indicates all clear. There may be no Marshall in the evening, so go to the grassy area beyond parking lot M

and wait for instructions. If someone in your class cannot use the stairs, assist the person to the safest place in the building and inform the police/ fire department of their whereabouts so they can be safely evacuated. Please make sure you have familiarized yourself with where the nearest exit is, how to use stairs to get to the ground floor, and where Parking Lot M is.

- Earthquake. Building phones should sound alarm and give instructions, generally to duck under a desk, table, doorway to up against a wall. It is ok to hold on to a secure object. Make sure the door is open to your classroom if possible. Cover the back of your neck with your hands. Stay away from unsecured furniture. Once the shaking has stopped, proceed as quickly as possible to the stairs and evacuate. Do not use the elevators.
- Medical Emergency: Call 911 and report. Use any first aid available if trained.
- Dangerous person: Leave the area as soon as possible and let others know there is a dangerous person in the area. Call 911 and report.
- Shots fired/active shooter: Move away from the immediate path of danger, If possible, exit the building. Otherwise, SHELTER IN PLACE (definition below). Notify anyone you may encounter to avoid the location of gunshots. After evacuating the area of the shooting, seek shelter and stay there until emergency responders arrive and advise you what to do.
 - Definition of “Shelter in Place” and alternative safe locations. Go to the nearest room or office, close and lock the door. If the door has an interior lock, please lock, Turn off the lights. Seek protective cover. Stay away from doors and windows. Keep quiet and act as if no one is in the room. Do not answer the door. Wait for police to assist you out of the building. Call 911 from an on-campus phone. Faculty may suggest alternative safe locations.
- Identify who in the class has training in the following areas: CPR, other first aid, shots fired/active shooter training.
- Discuss helping mobility, hearing, or sight impaired classmates.
- Look at the following websites and bookmark on phone:
 - <http://riskmanagement.csusb.edu/emergencymanagement/preparednessReferenceGuide.html>
 - <http://www.bucks.edu/resources/security/activeshooterprotocol/>
 - <https://www.dhs.gov/options-consideration-active-shooter-preparedness-video>

X. Course Calendar

Subject to change with fair notice

Week 1	Course overview and course expectations and Introduction to social welfare perspectives and concepts Introduction to course Reading: Course syllabus Reading: Kirst-Ashman Ch. 1 (pgs. 1-13)
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Week 2	Introduction to the profession of social work and History of the social work profession Reading: Kirst-Ashman Ch. 1 (pgs. 13-34) Reading: Kirst-Ashman Ch. 6 Flexner article (Posted on Blackboard)	
Week 3	Social work and religion Netting, Thibault, & Ellor (Posted on Blackboard) Jane Addams', "20 years at the Hull House" Chapter 3 (Chapter Title: Boarding School Ideals; Posted on Blackboard)	READING REFLECTION
Week 4	Generalist social work practice and macro social work Reading: Kirst-Ashman Ch. 4 Brueggemann, Ch. 2, from page 30 to end of the chapter.	
Week 5	Empowerment, inclusion, and diversity in macro social work practice Reading: Kirst-Ashman Ch. 3 or TBA Mor Barak Ch. 11 (Posted on Blackboard) or TBA	QUIZ
	Social work values, ethics, and macro practice Reading: NASW Code of Ethics (Please bring MSW Handbook) Reading: Kirst-Ashman Ch. 2	
Week 6	Social problems and social change Reading: Brueggemann, Ch. 4 & 5	QUIZ
Week 7	Poverty in the U.S.: Causes and responses Reading: Kirst-Ashman Ch. 8	
Week 8	Macro social work roles: Community and community research and planning	QUIZ 4
Week 9	Macro social work roles: Community development and community organizing Reading: Brueggemann, Ch. 8 & 9	
Week 10	Macro social work roles: Organizational development and administration Readings: Brueggemann, Ch. 10, 11 & 12	
Week 11	Macro social work roles: Policy advocacy, social action, and global social work practice Reading: Brueggemann, Ch. 13 (only pgs. 401-412 & 422-429) Byers (2014) read entire article Brueggemann, Ch. 14	READING REFLECTION
Week 12	Service sector: Child welfare & Aging Reading: Kirst-Ashman Ch. 9	

Week 13 **Service sector: Health and mental health**

Week 14 **Service sectors: Criminal justice system (including corrections system) and substance use, abuse, and dependency, possibly homelessness, Veterans issues and/or disability)**

Reading: Kirst-Ashman Ch. 16 and Ch. 14

Week 15 **Individual Writing Lab and Course Paper Consultation**

Finals Week *****FINAL PAPER DUE *****

XI. Course Assignment Detailed Instructions

Reading Reflections

A reading reflection will be **due on the assigned dates**. The purpose of the reading reflections is to encourage reflective reading of the course material. LATE READING REFLECTIONS WILL NOT BE ACCEPTED (unless this has been previously arranged with the instructor).

Submission: Please submit your reflection via Blackboard. Reflections are due at the beginning of the class.

Formatting: The reading reflections do not require references or APA formatting.

You will be required to submit the following information for each reading reflection:

1.) KEY POINTS [WORTH 1 POINT]: List 3 key ideas that you took from the reading as they relate to macro social work practice (NOTE: *These can be presented in bullet points*).

2.) REACTION [WORTH 1 POINT]: Describe your personal reaction to the assigned reading and lecture material (Was there anything that surprised you? Frustrated you? Gave you hope?).

3.) SHORT ESSAY RESPONSE [WORTH 3 POINTS]:

Reading reflection prompts will be posted on Blackboard. You will respond to the prompt and submit your response via Blackboard. The response will be graded based on its relevance (did you answer the question you are being asked in a thoughtful manner?), clarity (did you clearly articulate your point(s)?), evidence (did you logically make your point? Do you use evidence from the reading and/or lecture material?), and grammar/spelling (is the response error free?). The instructor's comments and feedback as well as the score will be listed in Blackboard.

Length requirement: Your short essay response must be a minimum of one paragraph (5- 7 sentences).

Quizzes

Five (5) quizzes will be given on important concepts learned throughout the quarter. Quizzes will be in a short answer and short essay response format. **Quizzes will cover material and lectures on the assigned readings for the day of the scheduled quiz.**

Paper Guidelines

The purpose of the course paper is to apply social welfare concepts and social work macro practice roles to an agency of your choosing. The paper is worth **50%** of the course grade. The paper should be between 7 – 10 pages in length (**No more than 10 pages long**) and should integrate a minimum of 7 references (including both of our class textbooks). The grading rubric is attached to this syllabus for your review. For this paper, you are expected to do some research as well as interview a minimum of **two people** (*at least one of the two should be a social worker*) that work in the organization (Note: you do not need to submit interview notes with the paper). In addition, you will need to collect what you can in the way of agency brochures, end of the year reports (that may be public information) etc., to help you understand the agency's function, clientele, mission and vision to help you gain an understanding of the following:

A. Background Information:

First, describe the service sector within which you would situate this organization (e.g. child welfare, mental health, health). Then, discuss the history of the evolution of this organization – how it came into existence. Briefly discuss its mandate (if public) or mission (if private). Discuss, briefly, the target population(s) served by the organization and their primary needs. Discuss the primary services delivered by this organization.

B. Social Welfare Perspectives:

Using Kirst-Ashman's Ch. 1, apply social welfare concepts therein to analyze the organization under study. What social welfare perspective applies to the organization under study? (e.g. residual vs. institutional?). What political ideology do you believe undergirds the organizational services? And why do you think that? (e.g. conservatism vs. liberalism).

C. Macro Social Work Roles:

Brueggemann identifies at least seven macro social work roles (e.g. community research and planning, community development, community organizing, building new social organizations, social work administration, social action and advocacy, and social work with a global reach). Via your interviews and agency literature, discuss who performs which of these roles in this agency, and, in as much detail as possible. If the role is not being performed discuss that too.

D. Issues/Challenges

Discuss the trends and issues that are confronting the organization. Discuss what implications such challenges have for macro practice within the organization and/or among the agencies within the sector.

E. Improvement/Change(s):

Specify an agency practice or policy that *YOU would consider* changing and the rationale for the needed change. Then provide a description of the revision/modification you would make to the practice or policy to improve it. This is your opinion based on the information you gathered.

F. References:

Using **APA style** provide a list of the references for your course paper. These should include your texts, your two-four additional library resources, your interviews and your agency literature.

If you are new to APA style you may consider watching this great online tutorial on the APA website: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.

Overall writing style: The paper is to be written in APA format. The paper needs to be free of spelling and grammatical errors. Do not write your paper in first person.

Submission guidelines:

Your course paper will be submitted to the instructor electronically via Blackboard. You will receive a grade within 7 business days of submitting your paper.

XII. Grading Rubrics

Reading Reflections

Reading Reflection Rubric	Comments	Points Possible	Points Earned
I. 3 Key Points Complete Presented three key points related to the reading/lecture.		1	
II. Reaction Complete Presented a personal reaction to the reading/lecture that was described in detail and free of grammatical and spelling errors.		1	
III. Short Essay Response The response is relevant, clear, and at least one paragraph in length (5-7 sentences). The response is free of grammatical and spelling errors.		3	
Total		5	

Course Paper

Sections	Comments	Pts. Possible	Pts. Earned
I. Background information Description of the organization's service sector (2pt) Discussion of the organization's evolution (how it came into existence) (2pt) Discussion of the organizational mandate (2pt) Description of target population (2pt) Discussion of primary services delivered by the organization (2pt)		10	
II. Social welfare perspectives Applied Kirst-Ashman Ch.1, social welfare concepts to the organization under study in a clear and concise manner (10 pts)		10	
III. Macro social work roles Discussion of the macro SOWK roles as described by Brueggemann that are performed at the agency and by whom (10 pts)		10	
IV. Issues/challenges Discussion of trends and issues confronting the organization (4 pts) Discussion of implications for macro practice within the organization and/or among the agencies within the sector (4 pts)		8	
V. Revisions/changes Identified and clearly described a relevant agency practice or policy to be changed and the rationale for the change (5 pts)		5	
VI. References and overall formatting APA formatting (4 pts) Paper is between 7 – 10 pgs in length (1pt) Used a minimum of 7 sources (2 pts)		7	
Points Possible		50	
Total Points Earned			
Grade Earned			

Overall comments: