University of Central Florida
School of Social Work

SOW 4343.0002 - Macro-Level Roles & Interventions in Social Work

Professor:  Jan L. Ricks, LCSW, ACSW, LISW        Term:  Fall 2004
Office:    HPA1, Room 239                        Class Day:  Tuesday
Phone:    (407) 823-3594                        Class Hours: 6:30 PM – 9:20 PM
Office Hours:  Tue & Thur TBA.        Class Location: HPA 246
E-mail:  jricks@mail.ucf.edu or Sharjan7@aol.com

Course Description: Social workers practice with and within organizations and communities. This course provides a foundation of skills for helping individuals, groups, families, organizations, and communities in a variety of situations with emphasis on understanding organizational environments within communities.

Format: Classes will consist of lecture, class discussion, films and videotapes, and small group exercises.

Course Learning Objectives: By the end of the term, student should be able to:
1. Describe macro practice. This will be evaluated through exams and discussions.
2. Apply a generalist model of practice, within a systems framework, to macro-level systems. This will be evaluated through exams and discussions.
3. Analyze organizations and communities from a strength-based perspective. This will be evaluated through exams and discussions.
4. Discuss selected concepts of organizational theory, power, and conflict as they relate to macro-level practice. This will be evaluated through class discussions and writing assignments.
5. Demonstrate the ability to use knowledge about diversity in macro-level practice. This will be evaluated through class discussions and writing assignments.
6. Plan interventions, with macro systems, to combat social inequities such as racism, sexism, and homophobia and minimize the negative effects on clients. This will be evaluated through class discussions and writing assignments.
7. Discuss the relationship between micro-level struggles and macro-level policies and practices. This will be evaluated through class discussions and writing assignments.
8. Demonstrate professional values such as altruism, accountability, and self-awareness in macro-level interventions with course assignments. This will be evaluated through class discussions and exams.
9. Demonstrate competence in carrying out selected problem solving techniques within the roles of macro-level practice including team work, community organizing, community education, organizational advocacy, legislative advocacy, networking, and social action. This will be evaluated through class discussions and writing assignments.
10. Demonstrate critical thinking skills in macro-level practice. This will be evaluated through class discussions and writing assignments.

**Required Textbooks:**

**Grading:** Achievement of learning objectives will be measured as follows:

1. **Tests (15 points each):** There will be two (2) multiple-choice tests given during the semester.
2. **Case Analyses (15 points each):** There will be three (3) case analyses to be completed during the semester.
3. **Community Project (10 points):** Students will participate in one of several community projects. Active participation in the project and documentation of involvement in activities on behalf of the agency, community group, and/or population are essential. A log of activities and the time spent on the project. Completion of a minimum of 10 hours on this community project is required.
4. **Final exam (15 points):** The final exam will be at the assigned time during finals week.
5. **Attendance Policy:** Student participation is an integral part of this course. Students are to involve themselves in class discussions and small group exercises in order to develop necessary practice skills. Therefore, **attendance is required.** Students are to prepare for class (keeping up with readings and other assignments) and be attentive and respectful in class (no off-task behavior). No points are given for attendance, but 2 points will be deducted from your final grade for each absence after 2 missed classes. Habitual lateness (more than twice) will result in points being deducted from your final grade.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.75</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.25</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td>0.75</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Norms and Expectations:** See the BSW Student Handbook and UCF Golden Rule Book

**Classroom Behavior:** Students are to contribute to class discussion and are encouraged to voice their opinions. Alternative points of view are to be offered and
received with tact. **As social workers, we must be able to accept diversity and
differences of opinion. Students should feel free to express their personal opinions,
and refer to relevant personal situations without fear of disapproval or disrespect.
However, the classroom is not a place in which to indulge in personal venting or support
seeking.**

**Academic Honesty:** Students are expected to do their own work. Cheating and
plagiarism will not be tolerated. Students found to have cheated or plagiarized will receive
no credit for the exam or assignment on which they have cheated.

**Late Assignments:** Assignments turned in late will be marked down by 5% for each day
the assignment is past due.

**Incomplete Grades:** Only in exceptional circumstances will an incomplete grade be
given. Individual arrangements will be made with the instructor for the completion of the
course requirements, but in no case will extend beyond the end of the following semester.

**Written Assignments:** Effective written communication skills are essential to professional
social work practice. Students are expected to present their ideas clearly and properly.
Grammar, punctuation and spelling are to be correct in all written materials submitted and
will be considered in grading written assignments. This means I will take off points for
improper grammar and misspelled words. All assignments are to be typed, double-spaced, and on clean bond paper. APA format is expected.

Students are encouraged to use the University Writing Center (UWC) for assistance with
written assignments. They can be reached at (407) 823 2197.

**COURSE SCHEDULE AND READINGS**

August 24, 2004
Week 1: Introduction to the Course
1. Review of the syllabus and course requirements and expectations.
2. Review of critical thinking skills and substantive writing skills.
3. Role of Macro Practice within Social Work as a Profession.

**Quest:** Carol Burkett/Projects (Week 2)
1. Macro Practice in Context
2. Definition of Macro Practice
3. Foundation of Macro Practice
4. Professional Identity
5. Assumptions about Planned Change
**Readings:** Netting, et al., Chapter 1

Week 4: Historical Roots of Macro Practice
1. Trends Underlying the Emergence of Social Work Roles
2. Community Organization and Social Reform
3. Macro Practice in Organizations
4. Contemporary Trends
5. The Importance of Change

Readings: Netting, Ch. 2 and Fauri, #9, The Consultants

Written Assignment: Write a case analysis by answering the discussion questions contained in #9. This assignment is to be typed, in APA style, and turned in at the beginning of class.

Week 5: Understanding Community and Organizational Problems
1. What is Social Work Practice?
2. Guidelines for Planning Change.
3. Understanding Problems and Opportunities.
4. Summary of Steps Involved in Understanding the Problem.
Readings: Netting, Ch. 3.

Week 6: Understanding Populations and Understanding Communities
1. Populations
2. Identifying a Target Population
3. Understanding Problems and Populations
4. Community Theories and Models
Readings: Netting, Ch. 3 and 4

First Test will be given during the first hour of class.

Week 7: Communities Continued
1. Return and Review Exams
2. Systems Theory
4. Human Behavior Theories
5. Theories about Power, Politics, and Change
6. Contemporary Perspectives
Readings: Netting Chapter 5

Week 8 & Week 9: Analyzing Communities
1. Framework for Community Analysis
Readings: Netting, Ch. 6 and Fauri, #7 – The Native Hawaiian Children’s Center
Assignment: Write a case analysis using the discussion questions in #7.

Week 10: Understanding Organizations
1. Bureaucracy and Organizational Structure
2. Management Theories
3. Decision Making
4. Organizations as Open Systems
5. Contemporary Perspectives

**Reading:** Netting, Chapter 7

*Test 2 will be given during the first hour of class.*

---

Week 11: Analyzing Human Service Organizations

1. Return and review exams.
2. Framework for Organizational Analysis

**Reading:** Netting, Chapter 8 and Fauri #16

**Assignment:** Write a case analysis of #16 using the discussion questions contained in #16.

---

Week 12 & Week 13: Building Support for the Proposed Change

1. Designing the Intervention
2. Building Support
3. Selecting and Approach to Change
4. Guidelines for Assessing Political and Economic Context

**Readings:** Netting, Chapters 9 and 10.

---

Week 14 & Week 15: Planning, Implementing, Monitoring, and Evaluating the Intervention

1. Planning the Details of the Intervention
2. The Intervention
3. Monitoring and Evaluation

**Readings:** Netting Chapter 11

*The third test will be given the last hour of class.*