Course Description: Study of selected social work theories, strategies, and techniques for helping people and improving system responsiveness to human needs.

Course Learning Objectives: By the end of the term, students should be able to:
1. Describe micro, mezzo, and macro practice.
2. Apply generalist model of practice to micro, mezzo and macro situations, within given course assignments.
3. Discuss the relationship between “private troubles” and “public issues” and micro, mezzo, and macro intervention.
4. Describe the role of the social worker as a provider of prevention and treatment services in micro, mezzo and macro practice situations.
5. Demonstrate professional attitudes, behaviors and value orientations associated with ethical social work practice such as altruism, respect, self-discipline, and accountability, within given course assignments.
6. Utilize knowledge about diversity to effectively work with and on behalf of at-risk and vulnerable populations in micro, mezzo, and macro practice situations.
7. Demonstrate competence in using critical thinking and selected interventions to reduce the stress experienced by clients and improve their social functioning, specifically procedures, strategies and techniques associated with psychosocial, sociobehavioral, and crisis intervention, within given course assignments.
8. Demonstrate competence in using critical thinking and selected interventions to promote social and economic justice, to empower clients and to improve the ability of systems to provide appropriate and effective services, specifically procedures, strategies and techniques associated with community organizing, community education, internal advocacy and legislative advocacy.
9. Describe selected procedures, strategies and techniques of grant writing to improve the social and economic supports and resources that are available to client systems.
10. Identify ways in which the worker and client system share responsibility for ensuring the effectiveness and appropriateness of micro, mezzo, and macro intervention.
11. Demonstrate an ability to improve one’s own practice, and service delivery in general, by: (a) identifying client and system strengths, (b) identifying service inequities (e.g., inhumane or unethical practices related to racism, classism or ageism; unmet or under met client needs, etc.), and (c) using micro, mezzo and macro interventions to combat these service inequities, minimize the negative effects of such inequities on client systems, and to maximize the responsiveness of service systems.

Required Reading:
3. Reserve readings where indicated on the Course Outline and Schedule are required reading for all students. Copies of required reserve readings are available in a binder at the main UCF library and as electronic reserve readings through the UCF library website. From the [http://library.ucf.edu/](http://library.ucf.edu/) under "UCF Library Catalog," click on "Course Reserves" and then search by instructor name or course number for the electronic reserve readings for this course.

To access the library's resources from off-campus, use the EZProxy login, which is found on many of the library's webpages including the "Ask a Librarian" page. Enter your activated library ID number in the EZProxy login box, and then click "Yes" to accept the Security Alerts. You will then be redirected to the library's homepage to begin your search. For questions about using EZProxy access, stop at the library reference desk or contact the Ask a Librarian Reference Service at 407-823-2562 or toll-free at 1-866-271-7589.

**Evaluation of Learning and Grading:** All assignments will be discussed in class. The final course grade will be based on the following assignments:

1. **Quizzes (30 percent)**
   Four quizzes will be given during the course. The quizzes will contain some combination of multiple choice, true/false, and short answer questions. **The quizzes are each worth 10 percent of the final grade for the course, and the best three of four scores will be used for the final quiz grade.**

2. **Case Assignments (20 percent)**
   Students will work alone to answer questions about two cases that require application of assessment strategies and intervention techniques that are micro and mezzo in nature in working with ethnic minority families. Cases will be furnished by the instructor. These assignments will require students to apply psychosocial assessment and intervention in a case of an African American family, and sociobehavioral assessment and intervention in a case of a Latino family. Guidelines for the case assignments will be distributed to the class at a later date. **The case assignments are each worth 10 percent of the final grade for the course.**

3. **Macro Project Assignment (20 percent)**
   Students will design, implement, and evaluate a macro project and write a paper describing the use of macro level interventions to improve resources and services for a client population. Guidelines for the macro project assignment will be distributed to the class at a later date. Students must submit a one-page macro **project proposal for the instructor's approval** by week 6. A 5-8 page paper and any materials developed as part of the project will be turned into the instructor by week 15.

4. **Legislative Advocacy Assignment (10 percent)**
   Students will select an issue of interest to them that is consistent with social work principles and values for which to advocate during the course of the semester. Students will write and mail at least 10 letters to governmental or other officials regarding their issue and submit copies to the instructor by finals week. Guidelines for the legislative advocacy assignment will be distributed to the class at a later date.

5. **Attendance and Participation (10 percent)**
   Prompt attendance, participation, and classroom behavior will all be taken into consideration in determining the student’s score for Attendance and Participation. Additionally, unscheduled quizzes may be given at the instructor’s discretion to ensure students are coming to class prepared for discussion by completing assigned readings **prior** to class. Excessive absences (more than three), regardless of the reason, will result in forfeit of all points for attendance and participation. Students who experience chronic medical or personal problems that prevent them
from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

### Important Dates:

<table>
<thead>
<tr>
<th>Week</th>
<th>Event</th>
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<tbody>
<tr>
<td>Week 5</td>
<td>Quiz 1</td>
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<tr>
<td>Week 6</td>
<td>Macro project proposal</td>
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<tr>
<td>Week 8</td>
<td>Quiz 2</td>
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<tr>
<td>Week 10</td>
<td>Case 1</td>
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<td>Week 11</td>
<td>Quiz 3</td>
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<tr>
<td>Week 12</td>
<td>No class</td>
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<tr>
<td>Week 13</td>
<td>Case 2</td>
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<tr>
<td>Week 14</td>
<td>No class</td>
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<tr>
<td>Final Week</td>
<td>Quiz 4</td>
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<tr>
<td>Final Week</td>
<td>Macro project paper</td>
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<tr>
<td>Final Week</td>
<td>Crisis intervention</td>
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<tr>
<td>Final Week</td>
<td>Legislative advocacy assignment</td>
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<tr>
<th>Grades: Achievement of learning objectives will be measured as follows:</th>
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<tbody>
<tr>
<td>B+ = 87-89 (3.25)</td>
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<tr>
<td>C+ = 77-79 (2.25)</td>
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<tr>
<td>D+ = 67-69 (1.25)</td>
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<tr>
<td>F = 59 or less (0.00)</td>
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<tr>
<td>A = 95-100 (4.0)</td>
</tr>
<tr>
<td>B = 84-86 (3.00)</td>
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<tr>
<td>C = 74-76 (2.00)</td>
</tr>
<tr>
<td>D = 64-66 (1.00)</td>
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<tr>
<td>A- = 90-94 (3.75)</td>
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<tr>
<td>B- = 80-83 (2.75)</td>
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<tr>
<td>C- = 70-73 (1.75)</td>
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<tr>
<td>D- = 60-63 (.75)</td>
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### Teaching Methods:

This course will incorporate a variety of teaching methods. These methods may consist of lecture, discussion, audiovisual materials, small group exercises, guest speakers, and student presentations. A variety of case examples will be used to exemplify issues discussed. Students are expected to be active in the learning process. This implies substantive class participation: quality of participation will be judged over quantity. Not all readings will be reviewed directly in class. Students are expected to demonstrate their mastery of course content, including reading material, through class discussion, written assignments, and quizzes.

### Course and Classroom Policies:

In addition to the information below, please see the School of Work Student Handbook and The Golden Rule Handbook for UCF Students for policies for all Social Work classes.

#### Attendance and Participation:

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments prior to class); it is also expected that students will be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves). Prompt attendance, participation, and classroom behavior will all be taken into consideration in determining the student’s score for Attendance/Class Participation (see Evaluation of Learning and Grading). Furthermore, make-up exams will be given ONLY in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme.

#### Written Assignments:

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments. All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious
deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or http://www.uwc.ucf.edu/.

Late Assignments: All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor’s mailbox before class starts on the due date. It is the student’s responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor’s mailbox. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. Late assignments will lose a letter grade for each week that they are late unless the student gained prior approval from the instructor. No assignment will be accepted after the last day of class. It is the student’s responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades: In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity: Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, including not acknowledging sources of information appropriately and in accordance with APA guidelines, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment and may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor.

Student Disability Services: UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services (SDS), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students who are registered with SDS and need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. This syllabus is available in alternate formats upon request.

Instructor Office Hours: The instructor is available to meet with students during the office hours listed on this syllabus and by appointment. The instructor can be contacted by phone or email with the contacts listed at the top of the syllabus. Please include “SOW 5306” in the message line of your email, as I do not open emails from addresses I do not recognize. It is the student’s responsibility to initiate contact with the instructor about due date extensions or other concerns.

This syllabus is not a legal document. Typographical and other errors may be present. In addition, the instructor reserves the right to adjust reading requirements, assignment due dates, and other expectations at her discretion. Any changes to the syllabus will be announced in class and/or via email.
The UCF Creed
Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
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<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>

Course Outline and Schedule:

**Unit 1 – Review of the Foundations for Practice** (Weeks 1 and 2)

**Content**
1. Generalist practice at the micro, mezzo, and macro level
2. Phases of the social work helping process
3. Generic social work skills

**Assigned Readings**
1. Hepworth, Rooney, & Larsen, “Overview of the helping process” (reserve)

**Unit 2 – Improving and Developing Resources: Macro Overview** (Week 2)

**Content**
1. Overview of macro social work practice: Legislative Advocacy, Internal Advocacy, Community Organization, Community Education, Grant Writing
2. Macro change process
3. Description of macro project assignment

**Unit 3**
**Improving and Developing Resources: Legislative Advocacy and Internal Advocacy** (Weeks 2 and 3)

**Content**
1. Overview of internal advocacy for organizational change
2. Rationale for and methods of internal advocacy
3. Overview of legislative advocacy as a macro intervention
4. Technical skills of legislative advocacy
5. Description of legislative advocacy assignment

**Assigned Readings**
1. Batchelor, “Specific ways for citizens to influence their legislators” (reserve)
2. Greene & Latting, “Whistle-blowing as a form of advocacy” (reserve)
3. Jansson, “Putting political strategy into action” (reserve)
4. Mickelson, “Advocacy” (reserve)
Unit 4
Improving and Developing Resources: Community Organization and Community Education (Weeks 3 and 4)

Content
1. Overview of community organizing and community education approaches as macro interventions
2. Comparing three models of community organizing: locality development, social planning, and social action
3. The role of the worker as a change agent
4. Selected technical skills of community education
5. Empowerment of oppressed groups

Assigned Readings
1. Harrison, “Community development” (reserve)
2. Kahn, “Organizing” (reserve)
3. Kahn, “Community organization” (reserve)
4. Well & Gamble, “Community practice models” (reserve)

Unit 5 – Improving and Developing Resources: Grant Writing (Week 4)

Content
1. Overview of grant writing as a macro intervention
2. Types of proposals
3. Key components of grant proposals
4. Major steps in grant writing
5. Identifying viable funding

Assigned Readings
1. Geller, “Successful grant writing” (reserve)

Unit 6 – Psychosocial Approach, Assessment, and Interventions (Weeks 5, 6, and 7)

Content
1. Overview of psychosocial approach
2. Multidimensional assessment tools utilized
3. Assessing for strengths, resiliency, and coping skills
4. Completing the psychosocial assessment
5. Psychosocial intervention techniques in problem solving
6. Role-play psychosocial assessment interview

Assigned Readings
2. Association for Advanced Training in the Behavioral Sciences, “Approaches to social casework: The psychosocial approach” (reserve)
3. Fisher, “A different kind of presence” (reserve)
4. Goldstein, “Psychosocial approach” (reserve)
5. Maluccio, Washitz, & Libassi, “Ecologically oriented, competence-centered social work practice” (reserve)
6. Wylie, “Beyond talk” (reserve)

Optional Readings
8. Hepworth, Rooney, & Larsen, “Assessing intrapersonal and environmental systems” (reserve)
Unit 7
Sociobehavioral and Related Theories, Assessment, and Interventions (Weeks 8, 9, and 10)

Content
1. Overview of sociobehavioral theory and techniques
2. Major assumptions and principles of the approach
3. Effectiveness in problem solving and skills training
4. Worker activities and techniques associated with the approach
5. Target populations of the approach
6. Role-play/demonstration of techniques

Assigned Readings
1. Spiegler & Guevremont, Contemporary Behavior Therapy, chapters 3-11
2. Wehrenberg, “Turning ‘I can’t’ into ‘I will’” (reserve)

Unit 8 – Crisis Theory, Assessment, and Interventions (Weeks 11, 13, and 15)

Content
1. Overview of crisis theory and crisis intervention
2. Crisis intervention techniques for: substance abuse, family and intimate violence, lethality, PTSD, and personal loss (grief/bereavement)
3. Worker characteristics and safeguarding against “burn-out”
4. Role-play/demonstration of crisis scenarios and worker interventions

Assigned Readings
1. James & Gilliland, Crisis Intervention Strategies, chapters 1-3, 5, 9 and 13
2. Class notes – “Taking Our Own Advice,” “Triage Assessment Form” and “Questions to Ask a Suicidal Caller” (reserve)
3. Association for Advanced Training in the Behavioral Sciences, “Approaches to social casework: Crisis intervention” (reserve)
4. Caldwell, “Caring for the caregiver” (reserve)
5. Watson, “Learning to heal the healer” (reserve)

Selected Bibliography:


