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Q2S Macro Social Work (SW 6062) Syllabus

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Recommended Citation

Arkadie, Nicole, "Q2S Macro Social Work (SW 6062) Syllabus" (2020). *Q2S Enhancing Pedagogy*. 180.
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**Generalist Macro Practice I
SW 6062
Spring Semester, 2020**

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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

Introduction to social welfare legislation and policy analysis within the social, economic, and political context of the U.S. Emphasis on theories and skills for policy advocacy practice in the community, organizational/agency, and legislative arenas. .

III. Course Overview and/or Rationale

The purpose of this course is to provide students with the theoretical foundations of community and policy practice. It is taught in the spirit of adult learning and the philosophy of "praxis." That is, students will make maximal meaning of this course through learning by doing, structured reflection, and teaching others what they've learned (Paulo Friere, 1970, 1974, and 1996). Therefore, class assignments are constructed to "capture the dialectical interaction between action and reflection," (Friere) and emphasis is placed on the integration of field experiences with course readings through reflection and critical analysis of case experiences and case studies.

IV. Student Learning Objectives and EPAS Competencies

Upon completion of the course students will be able to:

Demonstrate understanding of the range of policy responses (historically and currently) to social welfare needs in the US and globally.

- a. Covered by: Reading and lectures weeks 1- 4
- b. Assessed by: quizzes, midterm and final paper
- c. EPAS Competency and dimension: #3, Advance Human Rights and Social, Economic, and Environmental Justice, knowledge dimension. #6 Engage with Individuals, Families, Groups, Organizations, and Communities dimension.

Identify major elements of ethical social work practice and begin to apply these elements to macro practice

- a. Covered by: readings, lecture and in class exercises week 5 and on-going
- b. Assessed by: quizzes, final paper
- c. EPAS Competency and dimension: #1; Demonstrate Ethical and Professional Behavior, knowledge and values dimensions

Apply the generalist model (including diversity, social work ethics) to the various social work macro practice roles at agency, community, and global levels.

- a. Covered by: readings and lecture
- b. Assessed by; Quizzes and final paper
- c. EPAS Competency and dimension #2 Engage Diversity and Difference in Practice

Differentiate between a “concept,” a “theory,” and an “ideology” as it relates to social work macro practice.

- a. Covered by readings and lecture
- b. Assessed by quizzes and final paper
- c. EPAS Competency and dimension #5 Engage in Policy Practice, knowledge dimension

Discuss major social welfare sectors (e.g. health, mental health), the issues in service delivery, and the roles social workers play in these sectors.

- a. Covered by readings and lecture
- b. Assessed by quizzes and final paper
- c. EPAS Competency and dimension #3 Advance Human Rights and Social, Economic, and Environmental Justice, knowledge and values dimension. #7 Assess Individuals, Families, Groups, Organizations, and Communities dimension. #8 Intervene with Individuals, Families, Groups, Organizations, and Communities 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

Kirst-Ashman, K. K. (2017). *Introduction to social work & social welfare critical thinking*

perspectives (5th ed.). Boston, MA: Cengage Learning.

Additional Required Readings:

See course Blackboard site for week by week additional reading.

VI. Course Requirements and Expectations

Attendance/Participation: Participation is required. An MSW is a professional degree that leads to providing services to individuals, families, groups, organizations, and communities. Social workers help others through a professional use of themselves that frequently involves communicating in small groups. Students in this class are expected to participate in online classroom discussions. Participation is measured through the depth of your discussion board postings and responses to your classmates.

Absences:

It is expected that you attend the class by completing the required discussion posts. You are considered absent if you do not participate in the class discussion board during a given week.

Late Submission of Assignments: All assignments are to be submitted by the assigned date/time. **No assignments will be accepted past the due date** unless prior arrangements have been made with the instructor. Even if late assignments have been arranged and will be accepted by the instructor, points will be deducted for the late submission.

VIII. Assignments and Grade Policy

1. ***Reading reflections/Discussion Board Post:*** A discussion board post will be completed as a reading reflection and will be submitted on the assigned dates on the discussion board. The reflection is due by Sunday at midnight of the week it is due, and the responses will be due by Wednesday at midnight. Each student will read the assigned material and respond to the reading reflection prompt posted on Blackboard. Each reading reflection and your responses to at least 2 classmates is worth a total of 6 points.

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.

Response to Classmates: Responses to your classmates should also be thoughtful and demonstrate reflection and depth. Discussion board posts are aligned with learning outcome/objective #3. The response should be well thought out and be more at least 3-4 sentences.

2. ***Quizzes:*** Students will complete quizzes on the assigned weeks. No make-up

quizzes will be made available. Quizzes will be multiple choice, true & false, short answer and/or short essay response format. Each quiz is worth 6 points.

Quiz Grading: Short answers and short essay 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, worth 50 points. 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/Discussion Board Post	20%	30
Quizzes	30%	30
Course paper	50%	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. Students are expected to do their own work. As stated in the CSUSB Bulletin of Courses (<http://bulletin.csusb.edu/academic-regulations/>) "Plagiarism and cheating are violations of the Student Discipline Code (see Appendix) and may be dealt with by both the instructor and the Judicial Affairs Officer...Plagiarism is the act of presenting the ideas and writing of another as one's own presentation as one's own...Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used."

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)

Apply Social Work Ethical Principles to Guide Professional Practice

Social Workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession its ethical standards, and relevant law. Social workers:

- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work, Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and Apply strategies of ethical reasoning to arrive at principle decisions (CSWE Educational Policy 2.1.2, 2008).

Ethics is addressed in the following manner: In session 8 ethics are discussed in the class content. Additionally, the reading reflection for session 8 is focused on ethics.

Engage Diversity and Difference in Social Work Practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity, and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege or power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants.

(CSWE Educational Policy 2.1.4, 2008).

Diversity is addressed in the following manner: Diversity is discussed throughout the course as it relates to the various course topics discussed, but a session focused solely on diversity in social work will take place during session 7.

Advance Human Rights and Social and Economic Justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education.

Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

(CSWE Educational Policy 2.1.5, 2008).

Human Rights and Social and Economic Justice are addressed in the following manner: This topic is discussed during session 8 by exploring ways in which social workers challenge social injustice based on the NASW Code of Ethics and the rights of each individual to be treated fairly.

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.

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)	
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 in the discussion board on Sunday by Midnight.

Formatting: The reading reflections require references or APA formatting (Including in-text and references).

You will be required to submit the following information for each Discussion Board Post/Reading Reflection and Response worth 6 points total:

1.) KEY POINTS: 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: 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:

What important facts did you learn? Please provide at least 2 examples from your readings to support these facts. Here is your opportunity to provide more depth to the above response. 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 as evidence?), and grammar/spelling (is the response error free?). Your short essay response must be a minimum of one paragraph (5- 7 sentences).

4.) Response to Classmates: You are required to post two responses to other classmates reading reflection posts. Your responses to your classmates should be thoughtful and demonstrate reflection and depth. Response should be 2-3 sentences in length.

Quizzes

Five (5) quizzes will be given on important concepts learned throughout the quarter. Quizzes will be either multiple choice, true & false and/or short answers and/or short essay response format. The quizzes are worth 6 points each. **Quizzes will cover material and lectures on the assigned readings for the week 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**). Please do not go over 10 pages as this may cause a reduction in points. The paper 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.		2	
IV. Response to Classmates Two responses to classmate's reflection posts should be thoughtful and demonstrate reflection and depth and be 2-3 sentences in length.		2	
	Total	6	

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)		10	
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)		5	
Points Possible		50	
Total Points Earned			
Grade Earned			

Overall comments: