Semester:	Spring 2021
Meeting Time/Place:	T/TR 6:00 PM-7:15 PM, Online Hybrid Web Assist
	Synchronous class meetings via WebEx during scheduled class time
	Supportive material and asynchronous recorded video via Canvas
Instructor:	Michael R. Daley, PhD, LMSW-AP, ACSW
Phone & E-Mail:	2545015936; mdaley@tamuct.edu **email is best contact method. Email will be checked daily.**
Office Hours:	Virtual office hours – contact for an appointment

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Description

Study theory and practice of social change at organizational, community, society, and global levels. Examine methods of resource delivery and redistribution, and learn models of community organization, including community development, social action, and social planning. Prerequisite(s): SOWK 4300.

Nature of Course

This course is designed to provide theoretical knowledge and a skill base for beginning professional generalist social work practice on the macro level. Students will learn the overall multisystem framework for the generalist method as it is applied to mezzo and large systems in which social workers function, specifically task groups, communities and organizations. Course material will emphasize how these systems operate and will cover techniques for planning effective change. Specific tactics appropriate for generalist macro practice will be discussed. Dual emphasis will be placed on the knowledge and the practice of these skills.

The social work department at TAMUCT uses the following definition of generalist practice in the BSW program:

Generalist Social Work Practice: Work with individuals, families, groups, communities and **organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.**

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Source: BPD website)

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

Teaching Method

The primary teaching approaches in this course will be collaborative and active (applied) learning. Material in the course will be presented primarily through lecture, interactive class discussions, and student generated discussions based on projects. Students will present and must be able to work in task groups. Students may also be expected to demonstrate initiative through project-based learning. Students should be actively involved in groups on working with a real-world community or organizational issue related to social needs and services. Course resources will be placed on Canvas. These will include web page links (pages) files, and brief recorded videos (pages).

WebEx meetings will be held synchronously. **Students who are on a WebEx link should be in an appropriate place and dressed appropriately. The screen should be on at least 50% of the time. Under no circumstances should a student be on a live video from a moving vehicle. Students who violate this policy may be asked to leave.**

Program Mission

The mission of the Bachelor of Social Work Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education through education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies in support of the college and university missions.

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved.

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

1.4 use technology ethically and appropriately to facilitate practice outcomes

1.5 use supervision and consultation to guide professional judgment and behavior

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases

and values in working with diverse clients and constituencies

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

3.2 Engage in practices that advance social, economic, and environmental justice

4.1 Use practice experience and theory to inform scientific inquiry and research

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

4.3 use and translate research evidence to inform and improve practice, policy, and service delivery

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

5.2 Assess how social welfare and economic policies impact the delivery of and access to social service

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

9.1 Select and use appropriate methods for evaluation of outcomes

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

9.3 Critically analyze, monitor, and evaluate intervention and program processes and

outcomes

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Students will be able to identify macro social work practice as evidenced by correctly discriminating between micro, mezzo, and macro systems.

2. Students will display knowledge of the generalist method of social work.
3. Students will be able to describe skills, theories, and models applicable to mezzo and macro social work practice.
4. Students will be able to use knowledge of Task groups macro practice to affect social change.
5. Students will be able to apply social work ethics to macro practice situations.

The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

A. Objectives *(By the completion of the course, it is expected that you will be able to…)*	B. CSWE Related Practice Behaviors *(This is the practice behavior that objective supports)*	C. Course Assignments *(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)*
1. Identify macro social work practice as evidenced by correctly discriminating between micro, mezzo and macro scenarios.	6.1-9.4	Examinations Macro Assessment Macro Plan Presentation
2. Describe skills, theories, and models applicable to mezzo and macro and professional social work practice.	2.1-4.3, 5.1-5.3, 6.1-9.4	Examinations Macro Assessment Macro Plan Group Engagement
3. Employ knowledge of macro and task group skills, theories, models, and practice to affect social change.	6.1-9.4, 2.1-5.3, 6.1-9.4	Macro Project parts I-IV Examinations Task Group Engagement
4. Apply social work ethics to task groups and macro practice	1.1-1.5	Examinations Macro Projects Group Engagement

Course Requirements Required Text:

- Kirst-Ashman, K. & Hull, G. H. (2018). *Generalist practice with organizations and communities (7th ed.)*. Belmont, CA: Thomson/Brooks/Cole.
- Borasky, S. & Ferguson, M. (2018). *Navigating policy and practice in the great recession*. New York: Oxford University Press.
- National Association of Social Workers. (2017). *Code of ethics of the national association of social workers*. Retrieved from https://www.socialworkers.org/pubs/code/code
- Robert's Rules of Order http://www.rulesonline.com/rror-02.htm
- Additional resources may be emailed or placed on Canvas.

Grades & Assignments:

A total of 700 points can be earned from the course assignments. Assignments are "weighted". This means that each assignment is worth a certain percentage toward your final grade. Students must receive a grade of "C" (70%) or better to pass this course. Point and weight distinctions are as follows:

Course Assignment	Total possible points
Macro Project Part I: Needs Assessment	100
Macro Project Part II: Community Plan	100
Macro Project Part III: Final Group Feedback	70
Two Exams @ 100	200
Macro Project Part IV: Presentation	30
Macro Topic Paper	50
Macro Topic Presentation	25
Total	**575**

Final Points & Percentages* and Corresponding Grades are based on the following:
A = 90% to 100% (518 to 575 points)
B = 89% to 80% (460 to 517 points)
C = 79% to 70% (403 to 459 points)
D = 69% to 60% (345 to 402 points)
F = 59% or less (344 points or less)

No Assignments should be submitted email. All should be submitted through Canvas. All grades will be posted in Canvas Gradebook.

Course Assignments:

The following activities will be completed during the semester.

Macro Project:
> Students will work collaboratively and individually to complete several assignments toward the macro project.

> ***Part I (100 pts)**, the ***Macro Community Needs Assessment***, which will require students to work collaboratively in assigned groups, to collect data, conduct research, and assessment activities and to write a report on a community/agency-based social welfare issue or problem selected by the group. Students should not go too broadly in their topic as this will be difficult to manage in the context of the term. For example – improving services for the mentally ill – is too broad. The issue should be local and narrowly defined enough to be manageable. ***Students are strongly encouraged to select a topic early, discuss it in class, and get clearance from the instructor!*** *An assessment is just that – an assessment, a statement of the problem, not giving solutions or services to resolve the problem/issue.* The assessment will be macro focused (organizations and/or communities). You will need to document a legitimate need, not the lack of something. Unlike the biopsychosocial assessments there is not typically a standard format for these (there are actually several formats for individual & family assessments). You will be identifying different data though – like personnel, budget, mission, population served, cultural and historical factors, etc.

> Following the assessment, students will work collaboratively, to complete

> ***Part II (100 pts)**, the ***Community Plan***, which is a community-based plan of action based on the findings from the completed assessment report. This plan is a concrete set of activities designed to address the problem(s) identified and to provide a basis for implementation and follow up AND EVALUATION. The plan needs to address significant dimension of the problem(s) and be realistic.

> ***Part III (70pts)**, the ***Macro Group Feedback***, The students will rate their teammates on factors contributing to the overall group process. BE AWARE: if you do not carry your share of the load for the group these ratings can affect your grade.

> ***Part IV (30 pts)**, the ***Macro Project Presentation*** involves students presenting their overall process and results from the project in a group format (roughly 10 minutes)*.* **Each assignment will be explained in detail in class, examples are available on Canvas, and outlines provided in class. Do not try to copy the examples too closely as they are illustrative and were used for other purposes.**

Macro Project Assignment Requirements & Guidelines:
Students will be expected to work collaboratively to complete the macro assignments. Students are expected to follow the outlines, resources, and directions provided in class and in Canvas to successfully complete the assignments. **Each student is expected to contribute substantially to the final product, and failure to do so will likely result in a lower grade.**

Exams (200pts): Students will also take two exams based on the class lecture and readings.

Macro Topic & Paper: a list of potential topics to cover will be posted on Canvas. You may volunteer for a topic or you will be assigned. The purpose of this assignment is to prepare an overview of the topic for another social worker (students & me). So this should be clear and informative. You will prepare a brief paper 1-1.5 pages and a 5 minute presentation for the class.

Note:
Unexcused absences, tardiness, or early departure from class may ultimately affect your grade since you will not benefit from the class discussion or presentation. You may not be able to adequately clarify questions about the material, the community process, or how to apply material to the process.

The rationale for this is that attendance and participation are critical elements to the full breadth and depth of learning in the course; therefore, students are expected to be present on-line during the days we meet and to engage in class (i.e. be prepared with readings and assignments, participate in in-class discussions, actively listening to discussions and lectures taking place in class, etc.).

Class Policies

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late (or leave 10 minutes early without permission).
2. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted.
3. 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 speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has**

begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. **Students are strongly encouraged to engage in discussion in a respectful and appropriate manner**.

4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion.

5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR. (This requirement is suspended while we are in an on-line environment).** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again *in this or any subsequent course* will receive an F for the course in which the behavior was identified and referred to Student Affairs.

6. Students are <u>NOT</u> permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns. This does not apply to the assigned group activities. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor**.** The professor will explain to you when the beginning of class is for the course (*for example*: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work ***will not*** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due <u>date</u> (not the due time) of the assignment. *Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date*; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally "okay," which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

7. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.

8. All papers submitted for grading MUST adhere to APA 7th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or

clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.

9. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

10. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the students. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it

originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

11. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American

Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

12. **Tests** begin promptly on time. ***No test will be distributed*** after the first person has left the room.

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who <u>consistently</u> *fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.*

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the "Rubric for Assessing Professional Behaviors" (attached to this syllabus). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student's ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

<u>UNIVERSITY POLICIES</u>

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with

Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week
    Email: helpdesk@tamu.edu
    Phone: (254) 519-5466
    Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online

tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other

events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Course Schedule*

Please note: Lessons are often adapted based upon the learning needs/progress of the class. Therefore, the professor reserves the right to amend the course schedule at any time. It is advisable that students consult with professor if there are questions about the schedule.

DATE	ACTIVITY	READING & ASSIGNMENTS DUE

1/19-1/21	**Chap. 1**- Introduction to Generalist Practice with Organizations and Communities • Student & Professor Introductions • Syllabus Review/Course Plans & Expectations • Assignments of Task Groups • Macro Project Review Introduction to Generalist Practice with Organizations and Communities • Macro as policy, organizational & community change • Generalist practice elements • Generalist roles	**Reading:** Review of Syllabus Kirst-Ashman & Hull: Chapter 1 ***Acknowledgment of Academic Integrity*** **Assignment:** Begin reading Text and *Navigating Policy and Practice*.
1/26-1/28	**Generalist Practice** • Generalist practice elements • Person-in-environment, Systems, problem solving, strengths • Generalist roles for social workers •	**Reading/Prep:** Kirst-Ashman & Hull: Chap. 4
2/2-2/4	**Task Groups**- Group Skills for Organizational and Community Change • Task groups and their operation • Rules of task group activity • Function served by task groups **Engagement & Ethics –** Using Micro Skills with Organizations and Communities • Engagement and the nature of the relationship in macro systems • Engagement with peers and community representatives and leaders • Communication Skills • Discussion of Macro Project Topics	**Two groups readings in Canvas (Files).** **Reading/Prep:** Kirst-Ashman & Hull: Chap. 3 & 12 **NASW Code of Ethics** **Texas Social Work Administrative Code (Both of these are links on Canvas)** **CSWE COA Meeting – I may be out some.**

2/9-2/11	**Ethics and Ethical Dilemmas in Practice with Organization and Communities** • Purpose of Code of Ethics • NASW & TX licensing code of ethics • Organizational Code of Ethics • Ethics in relation to system-client, colleagues, profession, etc. • Social worker responsibility for ethical non-direct practice • Consequences for unethical practice	**Continued**
2/16-2/18	**Assessment** -Organizations • Theoretical Approaches • Organizational Structure • Budget • Management • Assessment • Resources (including people) Steps and processes of assessment with organizations	**Reading/Prep:** Kirst-Ashman & **Hull:** Chapters 5 & 6
2/23-2/25	**Organizational Assessment Continued**	
3/2-3/4	**Assessment – Communities** • Understanding communities • Systems perspective for viewing neighborhoods & communities • Important elements of assessment **Test 1**	**Reading:** Kirst-Ashman & Hull: Chapter 8 **Needs Assessment due by the start of week 6!**
3/9-3/11	**Community Assessment Continued**	**Reading:** Kirst-Ashman & Hull: Chapter 7

3/16-3/18	**Spring Break**	
3/23-3/25	**Implementation - Organizations** • Viewing change in terms of systems • Plan for change – goals, objectives etc. • Strategies of change – policy, influence Tools like PERT	
3/30-4/	**Implementation - Communities** • General macro approaches • Social action • Locality development • Social planning Policy practice	**Reading:** Kirst-Ashman & Hull: Chap. 9
4/6-4/8	**Community Implementation Continued**	**BPD Conference I may be out some**
4/13-4/15	**Evaluation – Organizations & Communities** • Types of evaluation • Formative • Summative • Accountability • Developing an evaluation plan Organizational and community issues in evaluation	**Reading:** Kirst-Ashman & Hull: Chapter 10 **Plan due by the start of week!**
4/20-4/22	**Evaluation Continued**	
4/27-4/29	**Presentations** • Group presentation of community projects	**Reading: None** **Presentations due**

5/4-5/6	• **Test 2**	**Reading:** Kirst-Ashman & Hull: Chap. 11 **Group ratings due.**
Sem. Ends 5/14/21	**Wrap up**	

The professor reserves the right to amend the course schedule at any time based on the needs of the class.

Bibliography

The following resources can be used by students to provide further information on the topics covered by the course:

American Psychological Association. (2020). *Publication manual of the American Psychological Association, (7th ed.).* Washington D.C.: Author.

ACOSA Website (CANVAS)

Kirst-Ashman, K. & Hull, G. H. (2018). *Generalist practice with organizations and communities (7th ed.)*. Belmont, CA: Thomson/Brooks/Cole.

National Association of Social Workers. (2017). *Code of ethics of the national association of social workers*. Retrieved from https://www.socialworkers.org/pubs/code/code

Practice II: Macro Interventions Needs Assessment Assignment Requirements & Grading Rubric

Overview: The Needs Assessment paper serves as the foundation to the Macro Assignments (Macro Project Part I). As such, the assignment is to include the following components to support the Community Action Project, Presentation and Group Feedback Assignment.

To guide completion of the assessment, students should begin by reading the Kirst Ashman & Hull text.You have been provided a copy of a community assessment guideline. Do not try to copy this example too closely as it was done for another purpose!

Directions: Using this as a guide, along with the class discussion and notes, students are to work collaboratively (in assigned groups provided by the instructor) to complete and submit a community based needs assessment. The completed assessment must be in **APA format, be approximately 7-9 pages in length (not including cover, table of contents, references or appendices), and submitted on time. No abstract is needed.** One person from each group will submit an assessment

for the entire group (i.e. one assessment per group). Late assignments will receive a ten point per day deduction.

Note: The pages provided above and below for each section serve as a **GUIDE ONLY**. You are not required to stay within these page parameters. Content is more important than the number of pages!

In this assignment students are required to develop a community assessment centered on a real life macro problem that they identify. **Early selection of a problem is critical to successful completion.** If unable to identify a problem in a timely manner, the instructor will help to select an appropriate issue/problem.

Students will work in **task groups no larger than 5 selected by the instructor** to identify a problem, collect data, and present the problem in written form.

Selection of the problem will be discussed in class and requires approval of the instructor. Students will need to remember that in selecting a problem they will need to devise a plan to address it and this should be something they could actually do. Try to choose something for a topic that could have real meaning for the organization/community if done. Also try to get something narrow enough that it is manageable within the parameters of the class. This must be a macro practice problem (organizational or community).

You should look for a current issue or problem that affects the local or regional social work, social welfare, or even campus community at TAMUCT. Your problem must be something that is manageable to address in a semester. **General policy papers or past assessments completed in other classes are not acceptable**. As an initial stage of the assessment you should collect specific, concrete, current data from the organization, state, local and/or federal sources to identify the characteristics of the problem and the justification for addressing the problem. **The lack of something is not an acceptable justification for your project.** You should clearly identify the specific issue that you wish to investigate and why it is important to address it. While personal communications may be a source for the data they should be supported by other sources of data.

Data should be used to narrow down and define issues, the population affected, ethical issues, diversity, populations-at-risk, economics and socio-economic conditions, and unique characteristics of the problem. Relevant demographic data should be presented to identify a profile of the community problem of interest. Data collection should be tightly focused on the nature and scope of this issue within the context of the broader community. **It is imperative, as in any good assessment, that it be supported by specific, documentable, and empirical information.** Otherwise this is more opinion than evidence based practice.

At a minimum, the assessment paper that is generated must be professionally

written and appropriate sources cited. It should identify the issue of interest clearly and why it is important, the problem must be placed in an appropriate community context, the scope of the problem identified, and current resources that are available to address the issue identified. The assessment should conclude with a **_brief_** statement of what might be needed. This is not where your full plan for action should be included.

The assessment should include any differential effects on sub-groups of the population and social and economic justice or ethical issues that are raised. Any strengths of the community and/or service networks should be identified. **It is very important that this assessment be supported with concrete data (cite the source). You have a sample community assessment on CANVAS and it is best not to try to copy it too closely as your projects is different. This is only an example!**

Grading: This is a group grade assignment. Up to 100 points can be earned. Criteria used for grading are 1) clarity of writing (including APA), 2) clearly sourced information, 3) use of concrete data to support assessment, and 4) logical demonstration of problem solving and generalist knowledge & skills.

Needs Assessment

Part I: Macro Needs Assessment (approximately 7-9 pages total)

A. Information Gathering/Agency Description

    a. Identify the community/organization and key partners/collaborators related to this problem. Essentially you are both asset mapping and identifying needs.

    b. Describe the community/organization logistically and demographically. *For example*: Where is it located? Who or where does it reach? Describe the community and environment and what makes it unique. What are the historic, economic, sociocultural, political, gender, age, religious, political, racial, etc. components of the environment? What are the major social problems and service agencies prevalent in the community? Give the reader an overall picture of your target system (organization/community).

    c. Describe the target audiences for the completed assessment. Professor? Direct Staff? Executive Staff? Board Members? Students?

    d. Describe the role of group members in the Needs Assessment development, implementation, and submission.

B. Agency/Program Background

Using relevant data sources, literature, and scholarly publications (such as journal articles, news reports, census, agency reports, etc.), provide background information about the target system and social problem. Use this information to tell your reader what the needs are and the gap between needs and available services. Also how any target agency fits with the community and community need. Include information on what the literature lists as recommendations for program considerations and/or success. Papers should have <u>at least 5 sources including 2 scholarly articles</u> (social work preferred) with appropriate citations (American Psychological Association 7th edition) and reference page. **NOTE**: Excessive quotations (more than 2 direct quotes) will result in 3-point deduction on the assignment for every excessive citation used (3 or more). Failure to appropriately cite sources can significantly impact grade (including failure of the assignment for <u>ALL</u> members. See class policies on academic integrity). Evaluate the data. Which were the strongest/most reliable data sources used, and explain why.

C. <u>Results of Information Gathering</u>

    a. Summarize the assessment you have made of the data. Describe methodology and detail data sources. You may use a combination of quantitative and qualitative information as appropriate. Charts and graphs can be useful tools to help display data.

    b. Include a <u>brief</u> (one paragraph) list of potential recommendations based upon data collected and findings from the assessment. **<u>Do not lay out a full plan of action or services at this point</u>**. Recommendations should be feasible and realistic (i.e., achievable based on the available resources and strengths of the agency). At least one recommendation should include YOUR GROUP'S ROLE in the change process and the ability of the group to accomplish the task within the semester. **<u>THIS WILL BECOME YOUR COMMUNITY ACTION PROJECT AND YOU WILL DEVELOP A PLAN FOR THIS!</u>**

Practice II: Macro Practice Community Action Plan & Grading Rubric

Directions: The Students are to develop a written plan for appropriate intervention (s) based on the following guidelines:

Planning for Change

Now that you demonstrated your ability to do a community assessment **Stage 1,** you should demonstrate that you can develop a workable plan for addressing it. In developing the plan you are to work from the assessment to develop a comprehensive approach to implement strategies for the problem(s) you identified.

In your plan you should identify goals, objectives, tasks, time frames, and measures of success that would be involved in a realistic social work plan to address the problem. Failure to address all of these elements will cost the group points. The framework for the presentation of goals, objectives, tasks, etc. is outlined and demonstrated in class and students are expected to be there and ask questions for clarity if needed.

Generally the body of the plan will be in an outline format with each goal followed by related objectives, each objective followed by related tasks etc. Each objective must have time frames and measures. The plan will also contain a narrative section before or after the outline to explain the plan. You are provided with an example macro plan .**Do not try to copy the plan too closely as it an example and was used for another purpose.**

Your plan should be evidence based. This means that you should review any relevant literature related to this issue to help identify potential solutions. In other words, your plan should be realistic and based on something that has worked. You should then develop a written plan for intervention to affect change and connect this to your literature review. All references should be appropriately cited (minimum of five required). Social work sources are preferred. Wikipedia will not be accepted as a source and no more than two of the five sources may be from the internet (although you may have more than 5). At least two of the five sources, excluding the class texts and readings, should be used to support your plan. A minimum of two of these sources must be **from social work journals**. If you don't know what these are then ask. **Some references from social work sources should be included if possible. Failure to include goals, objectives, tasks, time frames or measures will result in major point deductions from the grade as the plan will not be complete.**

Practice II: Macro Interventions Presentation Requirements & Grading Rubric

Overview: The Macro Presentation (Part IV of the Macro Project) serves as the culminating, action-oriented event for the macro group participants. Group members present their process and results of the macro project using specific parameters provided by the instructor. Due to the dynamic nature of the course, as outlined in the earlier part of the syllabus, the requirements for the presentation are generally unique for each course and, therefore, are provided to the students closer to the time of the presentation**. Students are to be aware that the presentation can often be to the macro client and other community members; hence, this is a professional presentation and students are expected to conduct themselves accordingly. Generally speaking an electronic poster format is preferred for visual presentation.**

Directions: Using the information provided by the instructor regarding presentation content and structure requirements, students are to work collaboratively to complete a presentation of their process and findings on the macro project.

Grading: The macro presentation is worth a maximum of 30 points. Students complete the presentation collaboratively and receive individual scores on the Nonverbal and Verbal skills section of the rubric and collectively on the content and timing sections. Electronic posters are an effective way to display information visually in a brief format.

Practice II: Macro Interventions Group Feedback Assignment Requirements & Grading Rubric

Overview: Students will be graded on feedback provided by group members as well as feedback on the macro group experience provided by each individual student.

Directions:

Group Feedback (**70 points**) – Students can obtain up to 70 points based upon their group members' feedback on the Group Feedback Sheets. Each student will provide a confidential evaluation of the other members in their class work group based on specific criteria *(only the professor will see who submits what)*. The professor will then average the scores in each area and provide a total score for each student. Grade sheets should be submitted electronically. **No one in the group receives a grade until all sheets are submitted.**

Practice II Macro Group Feedback Grading Form

Name of Person Being Evaluated:

_____

Directions: Using a score of 1-10 with 1 being unacceptable (grade of F) and 10 being outstanding (grade of A), indicate the score you would give the person being evaluated in the spaces below. Add any additional comments to support your scores. Each person will receive an average across all items that will be converted to a percentage and multiplied by the 70 point maximum score.

Effort - Did the person put forth the same amount of effort (maximum) as everyone else in the group/meet the group's expectations? Score: _____

| 1 | 5 | 10 |

Communication Skills – Did the person communicate their needs to the group effectively and in a calm and respectful manner that coincides with social work values and ethics? Score: _____

| 1 | 5 | 10 |

Attendance – Did the person attend all meetings or make arrangements that were acceptable to the group if unable to attend? Score: _____

| 1 | 5 | 10 |

Punctuality/Timeliness With Deadlines – Did the person turn in required work at the agreed upon group deadlines (not need to be reminded/turn things in late, etc.)? Score: _____

| 1 | 5 | 10 |

Acceptance/Ability to Work with Feedback – Was the person receptive to feedback given appropriately by other group members, willing to work with this feedback and not become argumentative or hostile or defensive? Score: _____

| 1 | 5 | 10 |

Cooperation Skills – Did the person display good overall interpersonal group skills (have the ability to play nicely with others)? Score: [_____]

←――→

       1   5
                                               10

Overall Contribution to Final Product - Person's overall contribution to the final product.
Score: [____]
Comments:

_____

_____

_____

Remember – You are held to the Social Work Code of Ethics to honestly rate your group members since this feedback can provide them with valuable insight that can help them in their future as social workers. Each member will receive an arithmetically averaged rating in order to learn strengths and areas of growth in group work. Be certain to complete one for EACH member of your group.