I. PURPOSE AND DESCRIPTION

SW 632 is a macro practice course that focuses on social work intervention at the community and organizational levels of practice. It complements and builds upon SW 630: Generalist Practice by addressing in detail and augmenting the community and organizational aspects of generalist practice. Students will learn macro practice content that encompasses knowledge and skills to work with organizations and communities. This content contributes to the development of generalist practice skills: (1) identifying issues, problems, needs, resources, and assets; (2) collecting and assessing information; and (3) using this information to plan services and interventions that address the best interests of the client (citizens, consumers, constituents).

In addition, SW 632 addresses collaboration to promote sustainable changes in the delivery of community-based services, including designing and implementing macro interventions, evaluating program and client outcomes; developing leadership in shaping policies and services responsive to community needs; promoting social and economic justice; and engaging in evidence-based practice.

Three major components are addressed in the course:

1. Models of community practice that advance the quest for social and economic justice.
2. Management functions including planning, designing, and evaluating programs to promote sustainable changes in service delivery and to improve the quality of services.
3. Best practices for evidence-based intervention at the macro level of practice.

II. LEARNING OUTCOMES

After successfully completing this course, students will be able to:

EPAS 1. Demonstrate Ethical and Professional Behavior

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations [paper]
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication [paper, participation]
EPAS 2. Engage Diversity and Difference in Practice
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels [paper]

EPAS 3. Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in practices that advance social and economic justice [paper]

EPAS 4. Engage in Practice-informed Research and Research-informed Practice
- Use and translate research evidence to inform and improve practice, policy, and service delivery [paper]

EPAS 6. Engage with Individuals, Families, Groups, Organizations, and Communities
- California Social Work Education Center (CALSWEC) Foundation Competencies CF 10(a).a. Demonstrate the knowledge base and affective readiness to intervene constructively with individuals and groups [paper]

EPAS 7. Assess Individuals, Families, Groups, Organizations, and Communities
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies [paper]
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies [paper]
- California Social Work Education Center (CALSWEC) Foundation Competencies CF 10(b).b. Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs [paper]

EPAS 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies [paper]
- Design an evidence-based human services program, including a logic model, goal and objectives, staffing requirements, an information system, and an evaluation design [paper]

EPAS 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- critically analyze, monitor, and evaluate intervention and program processes and outcomes [paper]

III. TEXTBOOKS AND READINGS


IV. COURSE ASSIGNMENTS

Following are the assignments for this course. Details will be provided in the Assignments section at Blackboard and in class.

MIDTERM EXAM

Students will complete an on-line, open book multiple-choice exam. The purpose of the exam is to provide an opportunity for students to demonstrate knowledge of course materials covered in class and contained in the community text chapters 1, 2, 3, 4, 5, 6, 7, 8, 11 and 13. The exam will be worth 25 % of the grade. On Blackboard from Feb 19th 5:00 PM to Feb 26th 11:59 PM

COMMUNITY ANALYSIS AND INTERVENTION PAPER AND PRESENTATION

Student groups (up to 5 members per group) will prepare papers describing a particular geographic neighborhood and concerns of the residents in that community. Papers will include a plan of action for the community which includes involvement of stakeholders. Students must use the community’s assets and strengths to address the concerns as well as use and cite particular models and theories discussed in class to frame the effort. Presentations should be no more than 5 minutes in length. This paper will be worth 20% of the grade. Due March 9

MANAGEMENT PROGRAM PLAN

Student groups (up to 5 members per group) will each prepare a plan for an intervention program based on a culturally relevant, evidence-based practice to effectively address an identified problem or condition in a client population, including implementing the practice with fidelity and transportability to the practice setting. The paper will include a target population, a mission statement, a goal and objectives, staffing requirements, an information system, and an evaluation design. This paper will be worth 25% of the grade. Due April 20

MANAGEMENT AUDIT PAPER

Each student will complete a paper consisting of a management audit of the student’s internship setting. This will be adapted from the Appendix in the Lewis, et al. textbook. This paper will be worth 20% of the grade. Due May 4

CLASS PARTICIPATION 10% of the grade.

Students will be expected to be able to discuss, and critique key points of each required assigned reading and suggest applications to practice to demonstrate mastery of the material.

Ratings of class participation will be based upon students' demonstrations of knowledge and understanding of readings as reflected in comments and questions asked, comments which show connections among different concepts and issues, comments connecting the classroom to actual
practice (e.g., examples at internships), listening and non-judgmental attitudes, responsible use of air time, and group process and nonverbal behaviors. All of these behaviors are relevant in an administrative setting and reflect administrative skills.

Attendance at all of each session is expected, as sessions are designed to contribute to the student’s accomplishment of course objectives. Attendance will be part of the participation grade to the extent that absent students will not have an opportunity to participate. It will help to tell the instructor if you miss all or part of a class due to illness, or other unavoidable commitment. If you will be absent due to a religious holiday, please inform me. This will not affect the participation grade. The following standards will be used:

- **A:** Consistent, active involvement without dominating; comments and questions insightful and on topic; efficient use of air time; interacts with, refers to comments of, and/or draws out other students
- **B:** Regular involvement; comments and questions relevant and on topic
- **C:** Occasional comments; usually/always on topic
- **D:** Rare comments or excessive use of air time, usually/always on topic
- **F:** No participation, or participation always off topic

The participation grade will also include peer group ratings (forms will be in the Assignments section of Blackboard), and be impacted if a student does not follow class norms, which will be developed in class.

**Grading**

Grades for papers will use the following scale: **A+:** 100-97; **A:** 96-93; **A-:** 92-90; **B+:** 89-87; **B:** 86-83; **B-:** 82-80; **C+:** 79-77; **C:** 76-73; **C-:** 72-70; **D+:** 69-67; **D:** 66-63; **D-:** 62-60; **F:** 59 or less.

All papers will be graded on their responsiveness to the assignment requirements and formats. Each paper should be typed and double-spaced, with numbered pages, using Times New Roman and APA format for references. Staple the upper left corner (or use a clip). NOTE: Submission of papers by e-mail may be considered based on class discussion. Do not include a cover or binding. Use 1" margins on all sides and use 12 pt. font size. Additional grading factors are:

- **Content:** accurate, comprehensive, documented appropriately
- **Persuasiveness:** points are adequately supported
- **Appropriateness & feasibility:** ideas are viable
- **Creativity:** ideas and connections among themes are creative and insightful
- **Organization, completeness, coherence & clarity:** different elements are appropriately sequenced and connected; thoughts are stated specifically
- **Sentence structure, grammar, & spelling:** sentences convey meaning clearly with correct grammar; no fragments or run-on sentences; writing is free of spelling and punctuation errors
- **Style:** interesting, imaginative use of language; tone suitable to purpose and audience

Writing standards are based on what would be expected in a professional document such as a
program proposal or a report to executives, a governing board, or community groups. Written feedback may not be provided on deficiencies in style, grammar, etc. Examples of common problems include mixing up words (affect and effect), improper use of singulars and plurals (e.g., criteria, criterion), and improper punctuation (e.g., it's, its'). If you are weak in any of these areas, consult William Strunk & E. B. White's *The Elements of Style*, an editor, or a similar source.

Late papers will have the grade lowered one step (e.g., from B to C) for each week they are late (partial changes, i.e., + or -, will be used for fractions of the first week). Work incomplete at the end of the semester will receive an F unless prior arrangements are made.

NOTE: If you want the final paper returned, provide a stamped self-addressed envelope at the final session.

**Overall Grading Criteria:**

Grades will be based on criteria and standards of the Graduate Bulletin and the School of Social Work Grading Policy documented in the Graduate Student Handbook. (See the School of Social Work website for a copy of the Graduate Student Handbook: [http://socialwork.sdsu.edu/docs/graduatehandbook091407.pdf](http://socialwork.sdsu.edu/docs/graduatehandbook091407.pdf))

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<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>RATING CRITERIA (written assignments)</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>Mastery of content, good argumentation, demonstrates critical thinking and creativity. Strong evidence for ideas, well referenced, and well written. Facility with the readings and course material and ability to synthesize and reflect upon the material.</td>
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<tr>
<td>A-</td>
<td>Excellent</td>
<td>Mastery of content, shows critical thinking, and good argumentation. Uses evidence well and demonstrates some ability to go beyond description and demonstrates an ability to analyze based on evidence.</td>
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<tr>
<td>B+</td>
<td>More than Satisfactory</td>
<td>Good understanding of content, with few errors. Exceeds expectations for the assignment. Provides a balance of description and analysis. Adequately presents and argues ideas and links arguments to course content. Uses evidence to support arguments some or most of the time.</td>
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<tr>
<td>B</td>
<td>Satisfactory</td>
<td>Meets expectations for the assignment, but does not go beyond.</td>
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<tr>
<td>B-</td>
<td>Less than Satisfactory</td>
<td>The paper is below expectations for the assignment, but demonstrates understanding of some areas of content. May require improvement in one or more areas. Use of empirical evidence.</td>
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evidence is weak. Student may have trouble expressing ideas concisely and clearly, and may need to improve writing skills.

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<th>Grade</th>
<th>Description</th>
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<tr>
<td>C</td>
<td>Below standard</td>
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<td>Student shows limited grasp of content and there are significant deficiencies in content and writing. Student does not use the course concepts and does not provide evidence of reading and using course materials. Student may not have followed directions for the assignment.</td>
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<tr>
<td>D-F</td>
<td>Does not meet standards</td>
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<td></td>
<td>Minimal grasp of the content, with serious deficiencies, gaps, errors. Does not provide evidence of reading, or connect course concepts to his/her argument. Poorly written and may not have followed directions. Paper is not clear and may not address the assignment fully.</td>
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**Grading Policies**
The points and grade distribution for determining the final course grade are as follows:

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<th>Points</th>
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<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<td>83-86</td>
<td>B</td>
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<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<td>70-72</td>
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<td>60-62</td>
<td>D-</td>
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<td>0-59</td>
<td>F</td>
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**V. COURSE POLICIES**

**Disability Policy**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Accommodation for Religious Observances**
Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact me in advance so that I can make the necessary arrangements.

**Academic Misconduct**
Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor.

If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post- online quiz: SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson, found at: http://infotutor.sdsu.edu/plagiarism/index.cfm.

For more information visit the Office of Student Rights and Responsibility: http://studentaffairs.sdsu.edu/srr/academics1.html

V. COURSE TOPICS & WEEKLY ASSIGNMENTS

Week 1 January 20 Course Overview, Introduction to Community Change, your role as a macro change agent
Readings: Homan Chapters 1 and 4; and
At Blackboard: Hoefer & Jordan: Missing Links in Evidence-Based Practice for Macro Social Work

Week 2 January 27 Theoretical Frameworks for Community Change, Enhancing the Quality of Neighborhoods
Readings: Homan Chapters 2 and 13

Week 3 February 3 Relating Community Change to Professional Practice, Knowing your Community
Readings: Homan Chapters 3 and 5

Week 4 February 10 Working with people, Power
Readings: Homan Chapter 6 and 7

Week 5 February 17 Planning, Social Determinants of Health
Reading: Homan Chapter 8
At Blackboard: Readings on SDOH to be posted

Week 6 February 24 Building the organizing effort
Reading: Homan Chapter 11
MIDTERM EXAM AVAILABLE UNTIL 2/26/16
Covering Chapters 1, 2, 3, 4, 5, 6, 7, 8, 11 and 13.
Week 7  March 2  Strategies and Tactics
    Reading: Homan Chapter 12 and 14

Week 8  March 9  Community Analysis and Intervention Presentations
    Organizational Change, Collective impact,
    At Blackboard: Collective Impact article

Week 9  March 16  Management: context and overview
    Lewis et al., Ch. 1: Facing the Challenges of Management
    Lewis et al., Ch. 2: The Environments of Human Service Organizations
    Lewis et al., pp. 274-275: The Management Audit and Cultural
    Competence Assessment

Week 10  March 23  Program design
    Lewis et al., Ch. 3: Planning and Program Design

March 28-April 3  Spring Break

Week 11  April 6  Information systems & program evaluation
    Lewis et al., Ch. 9: Designing and Using Information Systems
    Lewis et al., Ch. 10: Evaluating Human Service Programs

Week 12  April 13  Financial management & human resource management
    Lewis et al., Ch. 8: Managing Finances to Meet Program Goals
    Lewis et al., Ch. 6: Developing and Managing Human Resources

Week 13  April 20  Supervision, burnout
    Lewis et al., Ch. 7: Building Supervisory Relationships
    At Blackboard: Morse, et al., Burnout in Mental Health Services
    At Blackboard: Fill out in advance and bring to class the Manager’s Dilemma
    (“Your Ratings”; do not total the scores)
    Due: Program Plan paper

Week 14  April 27  Leadership, organizational change, ethics
    Lewis et al., Ch. 11: Leading and Changing Human Service Organizations
    Lewis et al., Ch. 12: Meeting the Challenge of Organizational Achievement
    At Blackboard: Fill out in advance the Management Styles Spectrum and bring to class

Week 15  May 4  Understanding and thriving in human service Organizations: design, whistle blowing
    Lewis et al., Ch. 5: Organization Design

    At Blackboard: Rothschild, J. The Fate of Whistleblowers in NPOs
    Due: Management Audit paper
ON-LINE RESOURCES

The Cyberhood http://www.thecyberhood.net/
The Cyberhood's mission is to encourage critical thinking about the plight of communities of color, conditions in the inner city, and the problems of low-wage white workers. The website's goal is to connect students, scholars, practitioners, and activists from across the racial and class divide in order to build meaningful relationships.

BIBLIOGRAPHY


American Fact Finder (Census data) http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml


Many articles on Administration and Management and Macro Practice.
See Also Mizrahi & Davis, print edition.


JOURNALS:

Human Service Organizations (formerly Administration in Social Work)
Journal of Community Practice
Journal of Evidence-based Social Work

Revised January 2016