THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 512 - INTRODUCTION TO MACRO SOCIAL WORK PRACTICE
Section Number: 006
2 credit hours
Fall 2019

Instructor: Stacy Elliott, MSW
Class Time: 5:30pm to 7:00pm CST on “Live Online” class sessions
Email: jellio32@Tennessee.edu; jstacyelliott@gmail.com
Office Hours: Via Zoom after class and by appointment

Live Online Dates*: 8/27; 9/10; 10/21; 11/12; 12/3, 5:30-7:00pm Central time
*Please note that most of the synchronous Live Online dates are Tuesdays and some are Mondays; ZOOM link will be provided via course Canvas site

Code of Conduct
It is the student’s responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee,
Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
This is a required foundation course. The profession’s distinctive mission, history, values and ethical standards, and multiple roles with individuals, groups, families, organizations, and communities are examined using local to international comparisons. Theories are examined in the context of critical thinking and evidence-based practice. Defines generalist practice philosophy, methods, and roles in relation to macro practice. Emphasizes skills (i.e., interpersonal communication, relationship building, power analyses, assertiveness, conflict management) that are essential to problem identification, assessment, intervention and evaluation with macro client systems with other professionals and decision-makers. Uses local to international examples to translate theory and evidence-based knowledge into practice that is competent, ethical, culturally affirming, and empowering.

The commitment of the profession of social work to practice with culturally diverse, vulnerable, and at-risk populations and to promote human rights, economic, environmental and social justice is infused within the topical areas of this course. It is an introduction to indirect social work practice roles and models, with an emphasis on generalist practice within a strengths and ecological/systemic theoretical perspective. The course will socialize students to core components and similarities and differences in basic problem solving processes (engagement, assessment, intervention, and evaluation) with groups, organizations and communities.

Course Rationale
Problem-solving processes and planned change form the knowledge and practice skill base for professional functioning. This course serves a socialization function by assisting students with their integration of theory and social work practice knowledge with client/client system needs, problems, and assets. The course also assists students to understand both their personal and professional values, and how these values transcend into their work with client systems. This is a foundation course to prepare students to
apply a generalist perspective to macro social work practice.

Course Competencies
By the completion of this course, the students are expected to be able to demonstrate:

1. Demonstrate knowledge and awareness of human rights, economic and environmental justice. Political factors that impact society, particularly those groups who are negatively impacted by such societal forces. 2.3, 3.1, 3.2, 5.2 [Content: privilege; oppression; distributive justice; structural inequality; the influence of values of the dominant culture on choices and decisions made in social, economic, environmental, and political systems, and by the profession; the differential effect on client systems, communities, and organizations of tax systems and benefits]

2. Acquire and demonstrate the application of knowledge and evidence based theories that inform macro practice with communities and organizations. 4.1, 4.2, 4.3 [Content: theories of empowerment, social construction, popular education, participatory change, and sustainable development; mezzo and macro practice levels and how groups attain power].

3. Demonstrate the following essential social work practice skills in macro practice focusing on strengths, capacities and resources of communities and organizations: engagement, assessment, intervention, evaluation and termination. 6.1, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.2, 9.3 [Content: problem definition; strategies for planning and organizing with communities and organizations; networking and coalition building; administration of social service agencies; program evaluation in the context of macro social work practice; application to integrated health care.]

4. Demonstrate cultural competencies in macro level practice and the promotion of social, economic, and environmental justice. 2.1, 2.2, 2.3, 3.2 [Content: globalization; international social work; planning macro level interventions to combat economic and social justice inequities such as racism, sexism, and homophobia and minimize the negative effects on clients]

5. Access and utilize technological advances for macro focused generalist social work practice. 1.4 [Content: technological development in macro social work practice; risk management in technological arenas of practice; social media; ethical issues related to such concerns as confidentiality, pooling of collective intelligence, social networking, virtual communities and smart community efforts].

6. Application of ethical principles in organizational and community settings. This includes dealing with ethical dilemmas and steps to ethical decision making. 1.1, 1.2, 1.3 [Content: social justice, practice informed by environmental,
Online Etiquette
Please refer to the following link: http://cfcc.edu/online/netiquette/. Expectations regarding online etiquette or “Netiquette” will be discussed in more detail during our first live online Zoom session on August 27th.

Central Time, Eastern Time, and Your Canvas Setting Time Zone
Canvas shows two times—your time as you have set it and system time, which is Eastern Time. The syllabus and course assignment rubrics will be explicit about deadline times for Central time zone, please remember to think through what time that will be in the time zone in which you live and work. Please know that you are ultimately responsible for ensuring you adhere to the time designations in Canvas and within this syllabus. For example, an assignment due at midnight Central time will show in the Canvas calendar as due the next day at 12:59am (Eastern Time, Canvas default system time). If you live on the West coast and have your personal Canvas time set to Pacific time, you would need to remember that a deadline of midnight or 11:59 pm Central time means it is due at what would be 9:59 pm Pacific. If you turn it in on what is the next day, according to Central time, because you were confused, you will still lose points. Friendly word of advice: do your best to submit assignments prior to the last possible second before the deadline so you don’t have to worry about losing points for late assignment submissions.

Required Text:
Students are NOT required to purchase any text books for this course. Readings, assigned weekly, will be uploaded to the course Canvas site, emailed to students, or provided otherwise at no cost to students.

Suggested Supplemental Texts:

Publication Manual of the American Psychological Association, 6th Edition – There are many helpful resources out there to help you follow APA writing and citation guidelines, but this manual is still probably your best option, straight from the APA itself. If you can find an affordable paperback version, maybe go ahead and buy it because it will serve you well throughout your time as an MSSW/MSW student, and possibly well beyond graduate school.

Strunk, W., White, E. B., & Kalman, M. (1918). The Elements of Style: (illustrated). SWB Books. – This skinny little writing reference book, though not specific to social work or social sciences, is one of the most trusted writing guides of the past 100 years. I find the advice in this book helps keep writing concise and to the point, getting rid of unnecessary filler words, or long boring academic-sounding phrases, as much as possible. I have a used paperback copy of the 3rd Edition of The Elements of Style that cost next to nothing; I recommend getting the illustrated version if you are so inclined.
COURSE REQUIREMENTS  *adapted from Direct SW Practice syllabus created by Professor April Mallory, LCSW, University of Tennessee, College of Social Work

Attendance
Because of the interactive nature of this class in enhancing each student’s learning, attendance in all online ZOOM sessions is recommended. If you are unable to attend a class session because of an illness or emergency, please contact your instructor as soon as possible. Students will be responsible for getting notes on missed material. The experience and feedback during synchronous class sessions is a crucial piece of learning and will be a portion of your overall grade. Participation and attendance will also be measured by the quality of participation in the sessions.

Assigned Readings and Multimedia
Required readings, and occasional podcasts or videos, listed for each Module are to be completed prior to working on the discussion boards and prior to discussing them in live online class meetings. These readings are setting the foundation for how you will be applying social work knowledge and principles in practice. They also provide the substance you need to adequately complete the reflection paper and discussion board assignments, participate in classes, and demonstrate mastery of basic social work concepts. It can be difficult to keep up with and complete copious amounts of reading in grad school, so we will discuss strategies for this during our first online session, including going over which readings might be ok to skim over versus those that are crucial to read word for word. Please do your best to keep up with the reading—it will make the semester better for everyone!

Written Assignments
Graduate level writing will be required on all written assignments. Points are designated for graduate level writing/organization on each assignment/presentation and differ per assignment, as the weight of different assignments varies. Grades for written assignments will take into consideration content, organization of ideas, creativity, and appropriate use of APA citation format, grammar, and spelling. Rubrics for every writing assignment, large or small, will be made available on the course Canvas site. The instructor will provide writing resources (tips on writing for APA style, etc.) on the course Canvas site. Late assignments will have one point per 12 hours late deducted and will NOT be accepted after 5 days.

Communication
If you have a serious illness or extenuating circumstances, the instructor may make accommodations with proper documentation PRIOR to the due date and time. If you have questions about any assignment, please contact the instructor for clarification. As your fellow social worker, I genuinely want you to succeed both as a student and as a social worker, so please do not be afraid to reach out and contact me if you have questions or concerns about the course, course assignments, attendance issues, etc. I am providing this class with my UT email as well as my personal email, and I am also available to meet via ZOOM should you need or prefer to schedule an appointment that way.
**Introductory Macro Social Work Reflection**: (5 point assignment)
We all come from different backgrounds and each have a unique set of professional and life experiences. Some students in this class may have several years of field experience, while some others may be pretty new to social work. Some students may be beginning a new career in social work after a previous career in various other professions. Some students may be entering this course with an interest in pursuing a future career in macro social work practice, while others may be interested in a career that does not seem to have much at all to do with macro social work practice. This assignment will give you the opportunity to think about what you bring to this course, and what you hope to gain from it. As your course instructor, this assignment will also give me better insights as to how we can all get the most out of this semester learning together. Grading rubric and writing prompt will be shared on the course Canvas site.

**Discussion Boards** (4 total discussion board assignments, worth 5 pts each)
Discussion boards serve two purposes: (1) they help you integrate the information presented in this course and (2) they help demonstrate the application of knowledge so that the instructor can evaluate your progress. Discussion boards have two primary types of postings: (1) Creating threads and (2) Reply comments to other threads. Creation of original threads is designed to allow you to individualize a topic based on your background, experience, strengths, and ideas. Each thread should use an economy of language but be thorough enough to fully explore your ideas and explain your points. They are to be original, “on topic,” and highlight your understanding of the assigned readings and unit objectives. Initial thread posting is due on Tuesday at noon (Central Time) of the week it is due, and discussions will continue until midnight Saturday evening (again, Central time) of that particular week. This is so your thread can be part of a robust discussion; posting late prevents your peers from joining your conversation.

If you fail to create a thread for a particular discussion board entirely, you will not receive any credit for the thread. Reply comments are designed to allow you to give feedback to your peers’ threads and develop critical thinking skills in response to new ideas. It will be important that you reply with novel ideas that focus on your peers’ thread topics and assigned unit readings. In addition, please try to be honest in your reply comments but also show an ability to be diplomatic and polite. Being able to tactfully build on a peer’s idea without insulting them is a valuable skill to take into social work or any profession. Reply comments are due on the Saturday of the assigned week. For the purpose of free expression, I will not be engaging in the discussion, only lurking.

PLEASE make sure you at least meet the minimum expectations for the discussion boards. You will not get credit for brief, repetitive, or late postings. A rubric and clear instructions for each discussion board assignment will be posted ahead of time on the course Canvas site.

**Reflection Papers** (4 total Reflection Papers, worth 5 pts each)
Reflection papers provide students an opportunity to demonstrate synthesis and understanding of the assigned readings and other course materials. Reflection paper
prompts will be posted on the course Canvas site ahead of time, as will grading rubrics for each Reflection Paper assignment.

**Policy Critique Meme Assignment** (15 point assignment)
This assignment uses online technology to communicate the challenges experienced by people who are affected by various policies. Students will choose a popular internet meme (as approved by instructor) as a template for this assignment, and adapt the meme to create an original commentary on a significant social policy. Students’ policy memes can satirize an existing policy, or affirm potential policies that would support an affected population. Also consider possible policy changes needed to improve the overall welfare of affected groups. The assignment will require students to provide a brief written analysis of the chosen policy and its impacts on people at various levels, including macro level impacts. This written portion will also require students to explain the meme he/she/they created and how it critiques or reflects the chosen policy. More detailed assignment instructions and grading rubric expectations will be made available on the course Canvas site. I will also provide examples on Canvas to further explain and demonstrate what is expected for this assignment.

**Macro Social Work Interview Project** (35 point assignment)
This project will have multiple components, including scheduling and conducting an interview with a social worker or related professional. Each student will be required to: 1) develop a Problem Statement of an issue related to macro social work or one of the Grand Challenges for Social Work; 2) complete literature review of research on the selected issue or challenge; 3) identify an individual who works in Macro Social Work (or related area) that seems relevant to the chosen issue and complete an interview guide of questions to ask this individual; 4) Coordinate and complete the interview; 5) write a Discussion Paper synthesizing what was discussed and learned about the issue of interest during the interview as it relates to what was learned from the literature review on the issue of interest. The five components of this project will be due at different points over the span of the semester. More detailed assignment instructions and grading rubric expectations will be made available on the course Canvas site.

**Participation:** (5 points)
Be able and willing to discuss assigned readings and course materials as part of larger class group and in smaller breakout discussion groups during live online ZOOM sessions. Make timely and appropriate comments on discussion boards and other forums as prompted.

**A few brief notes on Participation and Engagement:**
We only a few live synchronous classes over the course of the semester, so please do your best to make the most of our time together during Zoom sessions.

A course “newsletter” will be sent out weekly, and, although we may have several weeks and holiday breaks between some live online sessions, you will never go more than a full week without some sort of contact or engagement from me about this class.

Ask questions, feel free to reach me via email or direct message on the Canvas site.
**Points Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Introductory Macro Social Work Reflection assignment:</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Boards:</td>
<td>20</td>
</tr>
<tr>
<td>Reflection papers:</td>
<td>20</td>
</tr>
<tr>
<td>Policy Critique Meme Assignment:</td>
<td>15</td>
</tr>
<tr>
<td>Interview project:</td>
<td>35</td>
</tr>
<tr>
<td>Participation:</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL possible points:</strong></td>
<td><strong>100</strong></td>
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**Grading Scale**
The following grading scale has been adopted by the faculty to promote grading consistency throughout the college. This grading scale, which will be used for final course grade in this course, is as follows:

- **A (95-100%)** Outstanding/Superior Exceptional performance. Consistently exceeds expectations
- **B+ (90-94%)** Very Good. Student consistently meets and occasionally exceeds normal expectations for the course.
- **B (85-89%)** Good. Student consistently meets normal expectations for course
- **C+ (80-84%)** Average. There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for course.
- **C (70-79%)** Poor. There is a lack of understanding of course content. Student does not meet course expectations.
- **F (69%-Below)** Very Poor. There is a lack of attendance or incomplete assignments. Course expectations are not met.

**COURSE OUTLINE BY WEEK:**
**Acknowledgement:** Many of the assigned readings, and many aspects of the structure of this course, have been adapted from two Macro Practice syllabi developed by Dr. Amy Castro Baker for the University of Pennsylvania’s School of Social Policy and Practice. Ideas and materials have been adapted for this syllabus with Dr. Baker’s permission.

**Week 1 August 26-30 Macro Practice Overview**
*Live Online Session via Zoom, 5:30pm-7pm Central on Tuesday August 27th*
**DUE:** Intro Macro SW Reflection Assignment, due to Canvas by 11:59 on 8/30

**Topics:**
- Course overview and introductions
- why macro practice matters
- defining Macro Practice
- history and theoretical of macro practice
- Macro from a Strengths Perspective

Readings to be completed PRIOR to live session on 8/27:


*Selected chapters will be uploaded to Canvas site*

**Week 2 September 3-6 Macro Practice, the State, and the Market**
**DUE:** First Reflection Paper is DUE in Canvas on 9/4 by 11:59 pm (Central time)

**Topics:**
- Understanding the political/policy context of macro practice.
- Contextual relationship of social work to the welfare state.
- Relationship of the safety net to policy and the market.

Readings to be completed PRIOR to submitting Reflection Paper on 9/4:


Supplemental Podcasts-
Lisa Servon. Fresh Air. 
http://www.npr.org/books/authors/509132060/lisa-servon

The Giant Pool of Money. 

**Week 3 September 9-14 Power & Privilege**

*Live Online ZOOM session at 5:30pm CST on Tuesday 9/10
DUE: 1st Discussion Board original post by 12:00pm CST 9/10, Two replies by 11:59pm CST

Saturday 9/14

Topics:
- Types of Power
- Power Frameworks and Theories
- Organizational Politics

Readings/materials to be reviewed by 9/9:

Weber, M. The Three types of legitimate rule. 99-103


Podcast, Episode 203- Wanted: Social Workers on Capitol Hill. 

Supplemental (optional):


**Week 4 September 16-20 Community Practice Part I – Overview**

DUE: Statement of Problem, upload to Canvas on 9/17 by 11:59 pm CST

Topics:
- Models of community practice
- The context of community practice in the 21st century
-Power, authority, empowerment & your role as a macro social work practitioner

Readings to be reviewed by 9/17:


**Week 5  September 23-27  Community Practice Part II – Conceptualizing Need**

**DUE:** 2nd Reflection Paper by 11:59pm CST 9/24

**Topics:**
- The Taxonomy of Need
- Needs & Rights

**Readings to be completed by 9/24:**

Bradshaw, J.R. The Taxonomy of Social Need. Pages 1-11 only.

Dean, H. Understanding Human Need.
Chapter 2- Inherent Need
Chapter 8- Translating Needs Into Rights

Royse, Thyer, & Padgett, Program Evaluation Chapter 3, Pages 55-58

**Week 6  Sept. 30- Oct. 4  Community Practice Part III – Community Needs Assessment: Understanding Access, Space, and Place**

**DUE:** 2nd Discussion Board, original post by 12:00 pm CST on 10/1, two replies by 11:59pm 10/5
Topics:
- Spatial Indicators
- Structural Constraints
- Geographic Constraints

Readings to be completed by 10/1:


Week 7 October 7-11 Community Practice Part IV – Community Needs Assessment and Community-Based Participatory Research
DUE: Literature Review, upload to Canvas by 11:59 pm CST 10/8; Confirm Interviewee and Schedule Interview if you have not done so yet

Topics:
- Steps in Assessment
- Identifying Stakeholders

Readings to be completed by: 10/8

Policy Link- Community-Based Participatory Research: A Strategy for Building Healthy Communities and Promoting Health through Policy Change


Week 8 October 14-18 Macro Practice in a Digital Context: Big Data and Decision Making with Technology
DUE: 3rd Reflection Paper, upload to Canvas by 11:59 pm CST October 15th
Topics:
- Social welfare services and technology
- Digital advocacy in community organizing
- Social work and “big data”

Readings to be completed by 10/15:


Technology to Advance Social Work Practice:

Social Work and Technology in the digital age:

Week 9 October 21-25 Economic Justice, Income Inequality, and challenging the hegemonic myth of the “lazy” and/or “undeserving” poor
*Live Online class session via ZOOM on October 21st at 5:30 pm CST
DUE: last day to turn in Interview Guide is 10/21, upload by 11:59 pm CST

Topics:
- Wealth and income inequality
- Conceptualizations of wealth and deservedness
- Basic income and alternative proposals
- Political economy of structural racism
- Economic/financial vulnerability and intimate partner violence

Materials to review prior to class session on 10/21:


-Begman, R. (2017). Utopia for realists: And how we can get there. Bloomsbury Publishing. (selected chapters, but if you want to find the whole book, this is an easy and enjoyable read)

Supplemental:


Week 10 Oct. 28- Nov. 1 Housing, Homelessness, and NIMBY-ist Resistance
DUE: 3rd Discussion Board, original post by 12:00 pm CST 10/29, two replies by 11:59 pm CST Saturday 11/2

Topics:

- Affordable housing crisis
- Ending homelessness
- Fair Housing vs systemic racism in housing law
- NIMBY-ism vs inclusive communities

Readings to complete by 10/29:

The Grand Challenge of Ending Homelessness; link:


Supplemental:

“Progressive Boomers are Making It Impossible for Cities to Fix the Housing Crisis” link: [https://www.huffpost.com/entry/cities-fight-baby-boomers-to-address-housing-crisis_n_5d1bcf0ee4b07f6ca58598a9](https://www.huffpost.com/entry/cities-fight-baby-boomers-to-address-housing-crisis_n_5d1bcf0ee4b07f6ca58598a9)

**Week 11 November 4-8 Environmental Justice**

**DUE:** Policy Critique Meme Assignment, upload to Canvas by 11:59 pm on November 5th

Listen to podcast (half an hour long) and complete readings prior to 11/5:


**Week 12 November 11-15 Organizing: Disaster Response**

*Live Online class session via Zoom on November 12th at 5:30 pm CST

**DUE:** 4th Reflection Paper due on 11/12 by 12:00 pm CST

**Topics:**

- Organizing response and relief after disaster strikes
- Disaster and community
- Disaster and Trauma
- Disaster, Recovery, and Changing Gender Roles/Assumptions

Readings to complete PRIOR to class session on 11/12:

Fothergill, A. (2012). Heads above water: gender, class, and family in the grand forks flood. SUNY Press. (Selected chapter)


**Week 13 November 18-22 Equal Opportunity and Justice**

**Due:** 4th Discussion Board, original post by 12:00pm November 19, two replies by 11:59 pm 11/23

Topics:
- Addressing Social Stigma
- Justice for Latinx Immigrants
- Increasing Success for African American Children and Youth
- Challenging Social Injustice and Inequities

Readings and materials to be reviewed by 11/19:

**TBD**

**Weeks 14 & 15 Weeks of November 25th and December 2nd**

**Career Development: Jobs in Macro Social Work**

*Live Online session via Zoom on December 3rd, 5:30 pm CST*

**DUE:** Complete Interview Project, including Discussion Paper, Due 12/5 by 11:59pm CST

Topics:
- Leadership in human service organizations
- Use of self-reflection in macro practice and leadership
- Macro practice career opportunities and job search techniques
- Transitioning from student to leadership role

Readings to complete PRIOR to class session on 12/3:


Ch 2: Knowing and managing yourself
Ch 7: Leadership in public organizations


Supplemental: