THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 512 (002): INTRODUCTION TO MACRO SOCIAL WORK PRACTICE
2 credit hours
Fall 2019

Instructor: Stephen V. McGarity, PhD
Phone: 615.782.6150
Email: mcgarity@utk.edu
Class Time: Mondays, 2pm-4pm
Office Hours: Mondays, 12pm-1pm (or by appointment)

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, Knoxville Student Disability Services office at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

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, economic and social justice, ethical applications in management, leadership and community practice]

**Basic Needs Security**

Facing challenges to accessing basic needs can make learning stressful. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the UTK Dean of Students for support. You can email the Dean of Students at dos@utk.edu or call 865-974-HELP for assistance. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.
Late Assignments

All class assignments are expected to be submitted on their specific due date. Any assignment NOT submitted on the specified due date is subject to a penalty of two (2) points per day until the assignment is turned in. Any assignment that is more than 7 days overdue will not be accepted. If you anticipate missing a deadline, please talk with me prior to missing the deadline.

The final course grade will be based on the following:
A = 95-100 (Superior performance, exceeds expectations)
B+ = 90-94 (Better than satisfactory performance)
B = 85-89 (Satisfactory performance, meets expectations)
C+ = 80-84 (Less than satisfactory performance)
C = 73-79 (Performance well below the standard expected of graduate students)
D = 66-72
F = <66

Assignments Summary

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<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1. Professionalism (attendance, participation, etc.)</td>
<td>10%</td>
<td>Ongoing</td>
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<tr>
<td>2. Grand Challenges Workshop</td>
<td>35%</td>
<td>9/16-10/14</td>
<td>1,2,3,4</td>
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<tr>
<td>3. Public Meeting and Memo</td>
<td>20%</td>
<td>9/23/19</td>
<td>1,2,3,6</td>
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<tr>
<td>4. Community Needs Assessment and Advocacy Plan</td>
<td>35%</td>
<td>12/2/19</td>
<td>1, 2, 3, 4, 5, 6</td>
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Assignment Details

1. Professionalism (10%): Professionalism is the expectation that you will abide by the professional standards dictated by the official organizations that guide social work practice. Broadly speaking, the standards for professionalism in this course include the following expectations: students will behave in an ethical manner; familiarize yourself with, and abide by, the University of Tennessee policies which govern your position as a student in the College of Social Work; treat all those with whom you interact in a collegial, respectful, and professional manner; and familiarize yourself with, and abide by, the additional regulations that govern this course, as detailed throughout this syllabus. Examples of actions that constitute professionalism in this course include, but are not limited to, responsibilities such as: arriving to class on time; attending mandatory
components of the course; engaging in professional communication; reading assigned materials; completing assignments on time; and coming prepared to participate in class discussions. Incidents of unprofessional behavior will be documented and assessed in your final overall grade.

2. **Grand Challenges Workshop (35%)**: Working in groups, students will facilitate a 60-minute workshop on a Grand Challenge for Social Work (http://aaswsw.org/grand-challenges-initiative/) topic during Weeks 4 to 8. Students will be expected to facilitate the workshop in a way that demonstrates their mastery of the topic, while also engaging students in participatory learning, applying macro social work knowledge and skills, and deepening class understanding and analysis of the topic. Detailed instructions and criteria for the workshop will be posted to Canvas at the start of the semester and discussed in class.

3. **Attend Public Meeting and Write Memo (20%)**: Students are to attend a local public meeting (city council, county commission, school board, etc.) and prepare a written non-scholarly memo about this experience (additional details on Canvas).

4. **Community Needs Assessment and Advocacy Plan (35%)**: The 'Community Needs Assessment and Advocacy Plan' assignment is a team assignment. As a team you will chose a community to focus on and will profile and assess that community. You are expected to use the knowledge learned in the class as well as that you bring to the class from past experiences for this assignment. You will assemble quantitative and qualitative data to present as a part of your assessment. Assessments are expected to be at least 10 pages (without including cover page). After assessing a community's needs, your team will prepare to influence the systems affecting the community by creating an advocacy plan. Details of the assignment will be provided during class sessions.

**Course Readings and Materials**
There are no assigned books to buy for this course, however, there will be readings to complete each week. You can find PDF copies of these readings posted on the class Canvas site. Additional readings may be assigned throughout the semester.

**Course Calendar**

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<th>Week 1: August 26--Introduction</th>
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<tr>
<td><strong>Reading Due:</strong></td>
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<td>Syllabus</td>
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| Week 2: September 2--NO CLASS (Labor Day) |
**Week 3: September 9 – Intro to the 12 Grand Challenges/Workshop Prep Day**


**Week 4: September 16 – Reducing Extreme Economic Inequality**

**Reading Due:**

**Assignment Due:** Workshop Group 1

**Week 5: September 23-- Ending Homelessness**

**Reading Due:**

**Assignment(s) Due:** Workshop Group 2; Public meeting memo

**Week 6: September 30-- Closing the Health Gap**

**Reading Due:**

**Assignment Due:** Workshop Group 3

**Week 7: October 7-- Achieving Equal Opportunity and Justice**

**Reading Due:**
Assignment Due: Workshop Group 4

**Week 8: October 14—Building Financial Capability for All**

**Reading Due:**

Assignment Due: Workshop Group 5

**Week 9: October 21—Privilege, Oppression, and Structural Inequality**

**Reading Due:**


**Week 10: October 28—Community Practice 1: Assess and Engage**

**Reading Due:**
Kretzmann, J. P. & McKnight, J. L. (1993). Building communities from the inside out: A path toward finding and mobilizing community assets (pages 1-10). Chicago, IL: ACTA Publications.


**Week 11: November 4—Community Practice 2: Plan and Intervene**

**Reading Due:**


**Week 12: November 11—Community Practice III: Terminate and Evaluate**

**Reading Due:**


**Week 13: November 18—Organizational Practice I: Assess, Engage, and Plan**

**Reading Due:**


Week 14: November 25—Organizational Practice II: Intervene, Terminate, and Evaluate

Reading Due:


Week 15: December 2—Semester Review

Assignment Due: Community Needs Assessment and Advocacy Plan