University of Wisconsin-Madison
School of Social Work
1350 University Avenue
Madison, WI 53706

SW 579 Topic: Generalist Approaches to Macro Practice I & II
Spring 2012

Instructor: Nicholas P. Smiar, PhD, ACSW, CISW
Class: Saturday, March 24-May 19, 1:15-3:15 p.m
Saturday, June 2-June 30, 9:00 a.m.-12:15 p.m.
Location: HHS, Room 202
Office Hours: By appointment
Phone: 715-833-0550
E-mail: npsmiar@wisc.edu

I. Catalogue Description
The purpose of this course is to expose students to the theory and practice of planned change in communities and organizations and help them incorporate a generalist model into practice at these levels of intervention.

II. Course Overview
This course augments students’ knowledge about applying social work practice skills to large-scale settings. The course is divided into four main segments: (1.) social problems and social change; (2.) community social work; (3.) organizational social work; and (4.) advocacy. Group skills and class participation are key elements in this course. Assignments are designed to help students apply academic and research information to the organizational and community issues that surround them. The course will be organized around brief lectures, in-class group activities and class discussions. Because of the accelerated nature of this course, it is essential that students come to class having completed the assigned readings and prepared to engage in substantive discussions. Each class will begin with questions from students and discussion about how the readings apply to current social issues and events.

III. Course Competencies and Practice Behaviors & Assignments
Successful completion of this course means that you will have progressed toward achieving social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
<td>• Advocate for client access to services of social work</td>
<td>• In-class advocacy exercise</td>
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<td></td>
<td>• Attend to professional roles and boundaries</td>
<td>• In-class ethics exercise</td>
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<tr>
<td></td>
<td>• Demonstrate professional demeanor in behavior, appearance and communication</td>
<td>• All in-class exercises, as presentation of self</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In-class exercise: Moot court</td>
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| 2.1.2 Apply social work ethical principles to guide professional practice. | • Recognize and manage personal values in a way that allows professional values to guide practice  
• Apply strategies of ethical reasoning to arrive at principled decisions | • In-class exercise in ethics  
• In-class exercise: moot court |
|---|---|---|
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | • Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
• Analyze models of assessment, prevention, intervention and evaluation  
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | • Homework assignment: critical thinking about an issue  
• Assignments on planned change in community and organization  
• In-class exercise in advocacy  
• In-class exercise: Moot court |
| 2.1.4 Engage diversity and difference in practice. | • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
• View selves as learners and engage those with whom they work as informants | • Planned change assignments |
| 2.1.5 Advance human rights and social and economic justice. | • Understand the mechanisms of oppression and discrimination  
• Advocate for human rights and social and economic justice  
• Engage in practices that advance social and economic justice | • Planned change assignments  
• In-class exercise in advocacy  
• In-class exercise in cyber organizing  
• In-class exercise in parliamentary procedure |
| 2.1.6 Engage in research-informed practice and practice-informed research | • Use research evidence to inform practice | • Planned change assignments |
| 2.1.9 Respond to contexts that shape practice. | • Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | • In-class exercise in advocacy |
| 2.1.10.a Engage with individuals, families, groups, organization and communities | • Develop a mutually agreed-on focus of work & desired outcomes | • Planned change assignments |
### Course Content:

**Generalist Approaches to Macro Practice I**

**Week 1 (March 24, 1:15-3:15 p.m.)**

- Introduction to the course
- Review of the syllabus
- Macro practice

Power Point: Defining Macro Practice. On Learn@UW

**Required Reading:**

Homework Assignment:
Critical thinking on one issue in macro practice
Due: Next class session, March 31

**Week 2 (March 31, 1:15-3:15 p.m.)**

- Review of assignment on issue in macro practice
- Technology and social work practice
- Community organizing
- Cyber organizing
- Ethics and technology

In-Class Exercise: Cyber organizing (ungraded exercise) – finding the technology tools

**Required Readings:**

**Recommended Reading:**
Despard, Matt. (n.d.). Macro social work blog, at URL: [http://macrosocialwork.blogspot.com](http://macrosocialwork.blogspot.com)

**April 7 – No Class; Spring Break**

**Week 3 (April 14, 1:15-3:15 p.m.)**
Task groups in social work practice
- Typology (handout from instructor; also available on Learn@UW)
- Effective and efficient task group meetings

**Required Readings:**
- Chapter 2: What goes wrong at meetings, pp. 19-37, and Chapter 6: How to be a good facilitator, pp. 88-123. On Learn@UW.

**Homework Assignment:**
- Observation and evaluation of leadership skills at a formal meeting.
**Due:** April 28.

**Week 4 (April 21, 1:15-3:15 p.m.)**
Task groups (continued)
- Decision making in task groups
- Parliamentary procedure

**Power Point:** Task groups: Decision Making, Parliamentary Procedure. On Learn@UW

**In-class exercise:** The use of parliamentary procedure

**Required Reading:**
- League of Women Voters, *Simplified parliamentary procedure*. On Learn@UW.

**Week 5 (April 28, 1:15-3:15 p.m.)**
- Community
- Definition(s)
- Typology (handout from instructor; also on Learn@UW)
Required Readings:

**Week 6 (May 5, 1:15-3:15 p.m.)**
Community/neighborhood organizing: Approaches to community mobilization
- Planned change in the community/neighborhood
- The PREPARE-IMAGINE Model
- Social power and social capital
- Choice of strategy: Cooperation, collaboration, confrontation (social action)
- Organizing in diverse neighborhoods

In-Class Exercise: Analysis of field and selection of strategy

Required Readings:

**Assignment #1:**
Proposal for planned change in a community or neighborhood
Due May 19

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**Week 7 (May 12, 1:15-3:15 p.m.)**
The social construction of social problems and policy responses
- Social policy as response to social problems and the public agenda setting process

Power Point: The Social Construction of Family Violence. On Learn@UW.

Required Readings:

**V. Text and Reading Materials for the Course**
There is no textbook for this course. All required reading assignments will be available on Learn@UW or online (see the course schedule, above). Recommended readings will also be listed; these may be read at the discretion of the student.

**VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading, and Methods**

**Grading**
Grades for each assignment will be earned as a percentage of points, using the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Outstanding work; surpasses minimum expectations in most areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>Surpasses minimum expectations in some areas but not others</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Meets minimum expectations</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>Meets minimum expectations in some areas but is below minimum expectations in many other areas</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Below minimum expectations in most areas, not acceptable graduate level work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Clearly unacceptable in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Insufficient information for grading, multiple unexcused absences, or academic misconduct</td>
</tr>
</tbody>
</table>

The final grade will be determined by a weighting of each assignment and summing these weights, for a total score based on the scale above. Students will receive a grade worksheet and are encouraged to keep track of their own grades as the course progresses.

Some comments about grading:
- A student may appeal a grade but must do so in writing, being sure to support her or his appeal with substantive argument.
- Written portions of all assignments are to be typed, checked for spelling errors, proofed for grammatical errors and errors in punctuation, and well organized. Points will be deducted from the grade when the work is sloppy. If a student needs assistance with writing, the Campus Writing Center is available as a free resource to all students.
- Issues of academic misconduct are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation of work or fabrication of assignments, can result in course failure. It is the student’s responsibility to ensure that all documents and materials used are appropriately and correctly cited, using the *Publication Manual of the American Psychological Association (6th edition).*
Grade Distribution:
The maximum total number of points earned for the course is 100.

Homework Assignments – worth 10 points each
- Critical thinking on a select issue in macro practice Due: March 31
- Observation and evaluation of leadership skills at a formal meeting Due: April 28.

In-Class Exercises – worth 5 points each
- Advocacy on an issue
- The use of parliamentary procedure
- Selection of a strategy
- Assessing organizational structure
- Ethics scenarios and resolutions
- A matrix for analysis of social work and social welfare in a country

Assignments – worth 25 points each
- Proposal for planned change in a community or neighborhood Due: May 19
- Proposal for planned change in an organization Due: June 23

VII. Policies

Attendance and Class Participation
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
- Prompt arrival to all courses is required. Instructors may take actions they deem appropriate if a student is consistently tardy.
- Instructors may also consider a significantly late arrival or early departure as an absence.

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade.
  ~ The second unexcused absence will place the student at risk for failing the course.
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans.
  ~ Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.
  ~ Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

Inclement Weather Policy

If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.

If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan not to travel. This absence will be considered excused and make-up work may be assigned.

If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

Student Behavior Policy

In order to learn, we must be open to the views of persons different from us. Each and every voice in the classroom is important and brings with it a wealth of experience, values, and beliefs. In this time we share together over the semester, we should all honor the uniqueness of fellow classmates and appreciate the opportunity we have to learn from each other. Students are expected to respect fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. All issues of a personal or professional nature which are discussed in class are to be kept confidential, in accord with professional ethics.

In order to maintain an academic environment, cell phones and other electronic equipment must be switched off, and students must refrain from texting during class.

- Students are required to participate actively in all class exercises and to meet all responsibilities associated with group projects/discussions, particularly those negotiated in task group contracts.
- Students are required to complete all class assignments before coming to class and to complete and submit assignments on time within the guidelines provided.
- Assignments are to be typed and double-spaced, and to employ inclusive language. Students must use the Publication Manual of the American Psychological Association (6th edition) as a guide for writing papers and citing sources. The instructor will be available outside of class time for questions regarding the use of the APA format, especially in regard to citing original sources, verbal communications, or fugitive literature.
- Students must have access to the Internet and to use resources on the World-Wide Web, as directed in this course.
- Students are expected to make use of the University libraries and other available sources for research purposes.
- Students are expected to offer the instructor clear, constructive feedback on the class.
- Acts of scholarly dishonesty, including plagiarism, can result in a penalty up to and including a failing grade and could result in expulsion from the program. Students are required to know and to follow the UW Madison Student Conduct Code., including the rules governing
scholastic honesty. For complete information on this topic, visit the Office of Academic Integrity’s website at http://www.osai.umn.edu.

Course Expectations
Students are expected to:
- attend class regularly and participate in class and group discussions;
- read and critically think about assigned readings prior to each class session and come to class prepared to ask questions and discuss the readings;
- complete all assignments by the due date;
- inform the instructor, in the first week of class, of any special accommodations needed for meeting class expectations;
- be respectful of other class members because a diversity of views and opinions may be expressed during discussions.

The instructor is expected to:
- Be available to students, to answer questions in person or by e-mail;
- Give reasonable guidance on assignments and readings;
- Be open to discussing concerns about the course;
- Ensure that course objectives are being met.

Policy on The Use of Student Papers
The M.S.W. student handbook states the following.
- Faculty members may not retain copies of student papers to use for their own research without the express permission of the student and without appropriate acknowledgement.
- At times, the instructor has asked students for a “clean” copy of their papers to use as sample papers for future students in the course. If asked, students have the right to refuse, without fear of reprisals, and will be asked to sign a form that they have freely given the instructor to use their papers as sample papers.

School Policy on Accommodations
- Students who have disabilities that affect their participation in the course may notify the instructor if they wish to have any special accommodations considered in the instructional format or in examinations.
- Students should refrain from wearing scented personal products when participating in official School of Social Work activities. This request is made to accommodate those disabled by environmental illnesses.