Instructor: Dr. Eva M. Moya
Term: Spring 2015
Meeting Times: Wed. 3:00-5:50 pm
HSSN-Classroom: TBC/Opportunity Center for the Homeless

I. Course Description:
This course builds on the generalist foundation of the first year. The course provides advanced knowledge and skills in areas of macro-level practice that prepare practitioners for leadership roles within communities and service organizations. The content is framed within a strengths perspective that recognizes the importance of social work values and the Department of Social Work’s mission of promoting social and economic justice in the multicultural, bi-national Paso del Norte region. The course will focus on homelessness across the lifespan and classes will take place at the College of Health Sciences and the Center for the Homeless in El Paso.

Course Objectives:
By the end of the course you will: (1) identify and consistently reflect on Social Work roles, behaviors and boundaries in defining macro community practice; (2) understand how Social Work values and ethics undergird all areas of practice and to apply these to ethical dilemmas that emerge in macro practice settings; (3) understand how diversity shapes multicultural practice and the capacity to build coalitions and alliances among diverse groups to achieve social and economic justice for disadvantaged and oppressed populations; (4) think critically about the analysis and applications of macro practice theories in community contexts and practice; (5) engage in research-informed macro practice skills in addressing social problems, issues and needs that surface in community settings within the U.S.-Mexico Border region; and (6) develop skills in macro practice that involves the process of engagement, assessment, intervention and evaluation.

II. Student Competencies:
Upon completion of the course, you will:
- Apply critical thinking in the analysis and application of community theories and practice models to the assessment, intervention, and evaluation of communities and organization (EPAS 2.1.3; 2.1.9; 2.1.10 A-D)
- Develop the capacity to engage in research-informed macro practice skills in addressing the social problems, issues and needs that surface in macro-level client systems, with specific attention to communities and organizations within the U.S.-Mexico Border region (EPAS 2.1.6)
• Understand how diversity shapes human experience within, and the capacity to build coalitions among diverse groups to achieve social and economic justice for disadvantaged and oppressed populations based on socioeconomic class, age, race, religion, culture, disability, gender, gender identity, sexual orientation, immigration status, and religion. (EPAS 2.1.4; 2.1.5)

• Apply the social work values and ethics that undergird all areas of social work practice and to apply these to ethical dilemmas that emerge in community and organizational practice. (EPAS 2.1.2)

• Appreciate and apply the importance of empowering clients, staff, volunteers and other stakeholders to become partners in the change process to address policies that promote social and economic injustice within of their communities and organizations. (EPAS 2.1.7; 2.1.8)

III. Required Textbooks and Readings:


Supplemental Texts:


Articles and Cases:
A series of articles and cases will be posted on Blackboard and students will be expected to read and lead class discussions using liberating structures techniques.

IV. Course Assignments and Grading Procedures:
This course will include lectures, group activities, discussions and presentations by social workers and leaders working with persons experiencing homelessness as well as representatives from communities and organizations within the Paso del Norte region. All classes will begin promptly. Students are expected to be active participants and discussants throughout the class.

Format and Requirements
1. Completion of assigned readings before the session in which they are to be discussed. Readings not found within the text can be accessed through electronic reserves or through the UTEP Library website.
2. Assessments (tests) and assignments must be completed in an appropriate manner and on time.
3. Students are expected to be active participants throughout the class and discussions.

4. Students are expected to attend all classes, be on time, and remain for the entire session. If you do not attend, you cannot participate so 25 points will be deducted for every class missed and 10 point will be deducted for every session that you are significantly late or depart early from class. In addition, any student missing more than three (3) class sessions risks being withdrawn from the class with a grade of ‘W’ if the absences occur prior to the first eight (8) weeks of class. A grade of ‘F’ will be assigned if the total of class sessions missed exceeds three (3) after the first eight (8) weeks of the course. Students wishing to drop a course and receive a grade of ‘W’ must do so before official due date (please see University calendar). Any dropping of a course after that time will result in an automatic grade of F. This is in accordance with the university policy. Any student who anticipates problems adhering to the course attendance policy should arrange a meeting with the lecturer for the course as soon as possible.

There are six assignments.

1. The first assignment will build off the community assessments conducted by former Macro class MSW students (Fall 2014). First; students will review the macro practice community assessment and the proposed intervention to address a problem identified in the assessment as a group project. Since the majority of macro practice involves working within groups, all students will work within a group to complete the assignments, and every member of the group will get the same grade for the assignment. The groups will be formed in the beginning of the semester and will remain together for the assignment. (200 points).

2. The second assignment is an individual assignment, a Healthy People 2020 Innovation proposal that you would submit for funding to address a community issue consistent with one of the 12 Leading Health Indicators of Healthy People 2020. The instructor will provide you with guidance and guidelines to assist you with the preparation of this assignment. This assignment includes an 8-10 minute presentation in class with peer-reviews (150 points).

3. The third assignment consists of a case intervention project. The professor will provide you with guidance on the venue and grading. (100 points).

4. The fourth assignment consists of a case study or peer-reviewed article led discussion. The instructor will provide case studies and the student will lead the discussion using liberating structure techniques (50 points). No power point please.

5. The fifth assignment consists of two assessments or exams (150 points each for a total of 300 points).

6. The six assignment consists of a combination of essays (75 points) and active participation and engagement in class (125 points). The professor will provide you with the essay questions. Please bring a hard copy of your essay to class. Handwritten answers are not acceptable. Participation is based on attendance, active engagement in class discussions and debates (200 points).

Any assignment completed late (defined as the end of the class session on which it is due) for which an extension was not previously obtained will have 20 points deducted from their score for each day it is late.
The first two assignments are worth 35% of the final grade, the case intervention service learning project and case study presentation (third and fourth assignments) are worth 15%, the two exams are worth 30%, class participation, engagement and attendance and Tickets to Class (essays) are worth 20% of the final grade.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays, attendance and active participation</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Case Intervention Service Learning Activity</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Implementation of Community Intervention</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Healthy People 2020 Innovation Proposal</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Two exams (150 points each)</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Case study led discussion</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading is based on the following scale:

- 90 – 100%  **A**
- 80 – 89%  **B**
- 70 – 79%  **C**
- 60 – 69%  **D**
- 0 – 59%  **F**

**VI. Policies**

*Late assignments:* Any assignment that is not turned at the beginning of the class period on the day it is due will be considered late. If for some reason assignments are turned in late, the following policy applies to the grade for the assignment:

1. Up to 12 hours late 20% reduction on a 20 point scale
2. 12-24 hours late 50% reduction
3. More than 24 hours – you will receive no points.

*Missed tests:* there will be two assessments (exams) on assigned readings. Missing all or part of any one exam will results in zero points for that test. There are no opportunities to retake a test or take it at a different time without permission from the instructor.

*Attendance and the Drop Deadline:* Students who miss more than three classes risk being withdrawn from class with a grade of W if absences occur prior to the first eight weeks or an “F” if the total of class sessions missed exceeds three after the first four weeks of the course. Students wishing to drop a course and receive a grade of W must do so prior to the Drop Date. Dropping a course after that time will result in an automatic grade of F.

*Confidentiality:* Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.
Technology in the Classroom: Due to their disruptive nature and in the respect for your fellow students please set your cell phones and pagers on vibrate. If it is necessary to take an emergency phone call, please leave the class room. Cell phones and pagers must be turned off during quizzes and exams. No surfing on the web, texting or texting messages during class or during exams. If you bring your computer or IPad to class, you are expected to stay on task, take notes and actively participate. If you prefer to surf the web or text during the class lectures or discussions, you will be asked to leave the class and will receive a zero for class participation credit.

Accommodations for Students
The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. The Center for Accommodations and Support Services (CASS) determines whether students need accommodation, and assists the instructor in providing accommodation. If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) Location: Room 106, Union Building East. Phone: (915) 747-5148 voice or TTY. Fax: (915) 747-8712 Web: http://www.sa.utep.edu/cass.

Academic Honesty
It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. All alleged acts of scholastic dishonesty should be reported to the Dean of Students for disposition, or proceed with disciplinary action in a manner which provides the accused student his or her rights of due process.

Refer to http://www.utep.edu/dos/acadintg.htm for further information. You must cite, reference, or quote information obtained form other sources so you give credit where credit is due. I will report any instances of plagiarism and dishonesty to the Dean of Students Office and the grade for the assignment will be an “F” or “zero”.

Resources for Student Success and Well-Being

For help with writing: The University Writing Center (UWC) (Library Building 2nd [ground] floor, room 227 (ph 915-747-5112) provides walk-in assistance with writing to all UTEP
students at no cost. If you struggle with writing, the tutors at the UWC can help you. Check out their website – http://academics.utep.edu/writingcenter.

If you have a personal problem or issue that is affecting your studies, please contact the University Counseling Center at (915) 747-5302. The center provides career advice, workshops on academic skills and personal-worth. Walk in appointments available. You can also visit a counselor in the Student Union at 202 Union West, www.utep.edu/counsel.

The Student Health Center is located in the Union Building East, Suite 100, (915) 747-5624.

VII. Course Evaluation
UTEP issues a survey that evaluates both the course and the instructor. The evaluation is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

VIII. Course Assignments and Learning Activities
A variety of learning methods are used including lectures, discussions, exercises, assignments, readings, and videos.

This syllabus is subject to change. The syllabus may change to accommodate student learning needs. Blackboard will always contain the most up-to-date version of the class syllabus, and the student is responsible for keeping up with the announcements made in class and online. Please check Blackboard and your email regularly for the most current version of the class syllabus.

Course Outline

WEEK 1: Review course syllabus, assignments and establish personal goals.
1/21
Section I: Starting Before the Beginning – Fundamentals of Macro Practice
Burghardt Introduction (pp.1-14); Ch. 1: Starting before the Beginning (pp. 15-31); Ch. 2: Developing Pre-engagement Skills through and Understanding of Context (pp. 32-50)
Shepard (2015); Ch. 1: On Community Practice (pp. 2-12); Ch. 2 Activism in a Changing World Looking Back to Move Forward (pp. 11-23)

Topics:
Historical origins
Strategic assumptions
Professional development
Definitions of macro practice
Political and economic framework
Social change professionals and tasks of organizers and professionals
Theory and real practice and organizing for social justice

Student Selection of Macro Practice Case Studies
WEEK 2: Class will convene at the Opportunity Center (OC) and meet Ray Tullius, MSSW, Executive Director and his team. Location: 1208 Myrtle Ave. 3rd floor Conference room (915) 577-0069

Assigned readings on homelessness posted on Blackboard.

Identification of case intervention opportunities by the Opportunity Center team
Presentation of macro practice case 1

EFFECTIVE THIS WEEK CLASS MEETS AT THE OPPORTUNITY CENTER

WEEK 3: Section II: Engagement - Undertaking Community Assessments
2/4
Burghardt Ch. 3: Using Engagement Skills to Improve Community Assessments (pp. 53-90)
Burghardt Ch. 7: Why can’t we all just get along? (pp. 203-245)

Topics:
Community Organizing
Pre-planning phase
Meaningful goals to manageable targets
Tactical choices
Introspection
Organizing situations and dominant personality demands
Tactical self-awareness
The Community Toolbox: Community assessment
Approaches to community engagement

Presentation of macro practice case 2

WEEK 4: The Unconscious in Organizing
2/11
Required Readings:
Burghardt Ch. 4: The struggle to build authentic relationships in community interventions (pp. 91-118)
Burghardt Ch. 5: Where “macro” and “micro” meet on road toward personal and community transformation (pp. 118-155)

The Community Tool Box
Topics:
Community Engagement Begins with you, and the politics of the unconscious
Deepening the use of tactical self-awareness and steps to strengthening your tactical self-awareness
Micro meets macro combing skills and using critical reflection
Organizers and clinical social workers and transformational practices
Introduction to the Community Toolbox

Presentation of macro practice case 3
**Guest Lecturer:** Ms. Carol Bohle, Executive Director of the El Paso Coalition for the Homeless (*invited*)

*Group presentation of your implementation plan, goals, objectives, activities and timeframe.*

**WEEK 5:** 2/18

The Social Construction of Practice

**Required Readings:**

- **Shepard Ch. 3:** Learning from Community Projects; **Ch. 4:** Social Action and Social Power (pp. 34-42); **Ch. 5:** Identifying issues (pp. 43-47); **Ch. 6:** Research as Action (pp. 48-57)

- **Rubin & Rubin (2008) Ch. 9:** Learning about personal, community and social needs through action research (pp.145-167) (will be posted on Blackboard)

**The Community Toolbox’s:**

- Topics:
  - Approaches to community engagement
  - Social movements and social work
  - From engagement to relationship building
  - Identifying issues
  - Participatory Action Research
  - The Community Tool Box:

  **Presentation of macro practice cases 4 & 5**

**WEEK 6:** 2/25

Section III Relationship Building and Social Mobilization

**Required Readings:**

- **Burghardt Ch. 6:** Leadership Development through Relationship Building (pp. 158-202)

- **Shepard Ch. 7:** Mobilization and spreading the message (pp. 58-72); **Ch. 8**
  Direct Action and “Getting the Goods” (pp. 73-88)

**Suggested Readings:**

- Rothman et al: Chp. 21 - 24 (pp. 327 - 383)

**Topics:**

- Personal empowerment and disempowerment
- Strategies and skills for local development
- Collective empowerment & strategies and techniques of social action
- Activism and media
WEEK 7: First assessment and Presentation of macro practice case 6
3/4 Class will most likely meet at UTEP - I will confirm location.

WEEK 8: SPRING BREAK – NO CLASS – ENJOY
3/11

WEEK 9: 3/18 Section IV: Interventions
Required Readings:
Burghardt Ch. 8: From Checkers to Chess: The Strategic Development of a Community Practitioner (pp. 249-292)

Shepard Ch. 10: From Joy to Justice Mixing Fun and Community Building

Topics:
Community organizing
History of social activism and neighborhood movement
Community organizing models
Levels of strategic development
Lessons from the history of organizing
Social networks and social movements
Play, pleasure, power of laugh and cultural resistance
The Community Toolbox

Presentation of macro practice cases 7 & 8

WEEK 10 3/25 Required Readings:
Praxis: From Direct Action to Direct Services
Shepard Ch. 11 Social Movements to Social Services (pp. 113-117); Ch. 12 From Critique to Co-Existence with Capital (pp. 118-122); Ch. 13: ACT UP on the World: Direct Action to Direct Services (pp.123-129); Ch. 14: Affinity Group to Movement Organization Housing Works (pp. 129-135).

Topics:
Social movement to social services
Direct action to direct services and affinity groups
The Community Toolbox

Presentation of macro practice cases 9 & 10
WEEK 11:  Required Readings:

4/1  
**Burghardt Ch. 9:** Think Local, Act Global (pp. 293-324); **Ch. 10** Political Advocacy: The Social Work Practitioner in the Political Arena (pp. 325-347)

**Shepard Ch 15:** Harm Reduction and Human Services (pp.136-155); **Ch 16:** The Perils of the Nonprofit-Industrial Complex (pp.156-162)

Topics:
- Social networking and community organizing
- Implication for future community organizing
- New dilemmas
- From behind the scenes aid to upfront political lobbyist for social justice
- Experiences in syringe exchange
- Critique of capitalism
- The Community Toolbox

*Presentation of macro practice cases 11 & 12*

WEEK 12:  Required Readings

4/8  
**Burghardt Ch. 11:** The Reemergence of Environmental Activism Within Social Work (pp. 348-376)

Topics:
- The environmental roots of social work
- Emergence of Ecological Theory
- Environment as a social justice movement
- The health connection micro meets macro
- The Community Toolbox’s:

*Guest Lecturer: Dr. Patricia Juárez, UTEP Center for Inter American and Border Studies (invited)*

WEEK 13:  Required Readings:

4/15  
**Shepard Ch. 17:** DIY Politics and World-Making: Mutual Aid, Anarchism, and Alternative Solutions (pp. 163-175); **Ch. 18** Multi-Issue Organizing From the Women’s Movement to Struggles for Social Justice (pp. 176-191); and **Ch. 19** Community Building Against Equality (pp.192-204)

Topics:
- Mutual aid, anarchism and alternative solutions
- Women’s movement
- LGBTQI organizing
- Sustainability and social development

*Presentation of macro practice case 13 & 14*
IMPLEMENTATION OF THE COMMUNITY INTERVENTION PROJECTS PAPER DUE

WEEK 14:  Section V: Transitions and Evaluations

4/22  Required Readings:
Burghardt Ch. 12: Crossing the Great Divide (pp. 378-414) Ch. 13 So Much Information, So Little Time (pp. 415-450)

Topics:
Professional dilemmas of power and authority
Human service organizations
Applying tactical self-awareness
Lessons built of from the past and new lessons
Challenges and opportunities for the 21st century
Transformative model for the 21st century

Presentation of macro practice cases 15

COMMUNITY INTERVENTION GROUP PRESENTATIONS

WEEK 15:  CLASS WILL MOST LIKELY MEET AT UTEP – LOCATION TO BE CONFIRMED

4/29  Required Readings:
Burghardt Ch. 14 Summing Up, Moving Forward (pp. 452-475).

Second Assessment

WEEK 16/17:  Healthy People 2020 (HP 2020) Innovation proposals due 5/6 and 5/13 8-10 min. presentations and peer-reviews take place

Well done students and graduates, the semester is over. Thank you - Gracias