University of Texas at El Paso MSW Program  
Department of Social Work  
SOWK 5382: Multicultural Macro Practice 2  
January 19, 2014 — Subject to Change

Instructor: Dr. Eva M. Moya  
Office: HSNB #437

Term: Spring 2014  
Phone: 747-8493 (W) 253-6466 (M)

Meeting Times: Wednesday 3:00-5:50 pm  
Office Hours: M/Th. 12:30-2:30 pm and by appointment. Please call to confirm your appointment.

E-Mail: emmoya@utep.edu

NOTE: If you have a personal problem or issue that is affecting your studies, please contact the University Counseling Center at 915-747-5302 or visit a counselor in the Student Union at 202 Union West, www.utep.edu/counsel.

I. Course Description:
This two-semester course sequence builds on the generalist foundation of the first year. They provide advanced knowledge and skills in areas of macro-level practice that prepare practitioners for leadership roles within communities and organization. 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.

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) critical thinking in the analysis and applications of macro practice theories in community contexts and practice; (5) capacity to 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; (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:


The Community Toolbox’s Model for Change.
http://ctb.ku.edu/en/tablecontents/chapter_1001.htm

Supplemental Texts:


IV. Course Assignments and Grading Procedures:

This course will include lectures, group activities, discussions and presentations by social workers and leaders working in 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. Quizzes 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 10 points will be deducted for every class
missed and 5 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 prior to April 1, 2013. 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 seven assignments.

1. In the first assignment, students will do a group community assessment; this is considered the Midterm Assignment. The professor will provide you with guidance on structure and grading (150 points).

2. The second assignment will build off the first; students will design a macro practice community intervention to address a problem identified in the community assessment as a group project (150 points). Since the majority of macro practice involves working within groups, all students will work within a group to complete both 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 both assignments.

3. The third 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 a 10 minute presentation in class with peer-reviews (150 points).

4. The fourth assignment consists of a service learning project. The professor will provide you with guidance on the venue and grading. (50 points).

5. The fifth assignment consists of a macro case study led discussion. The instructor will provide case studies and the student will lead the discussion using liberating structure techniques (50 points).

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

7. The seventh assignment consists of a combination of weekly Tickets to Class (TTC), active participation and engagement in class. A Ticket to Class serves to prepare you for the activities of the class. You will download the TTC, complete the items listed or answer the questions posed without assistance from others. Print a hard copy and bring it to class. Handwritten answers are not acceptable. Participation is based on attendance, active engagement in class discussions and debates (150 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 three assignments are worth 45% of the final grade, the service learning project and case study presentation (fourth and fifth assignments) are worth 10%, the two quizzes are worth 30%, class participation, engagement and attendance and Tickets to Class are worth 15% of the final grade.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>Tickets to Class, attendance and active participation</td>
<td>150</td>
<td>15</td>
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<tr>
<td>Service Learning Activity</td>
<td>50</td>
<td>5</td>
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<tr>
<td>Community Assessment</td>
<td>150</td>
<td>15</td>
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<tr>
<td>Community Intervention</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Healthy People 2020 Innovation Proposal</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Two quizzes (150 points each)</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>Case study led discussion</td>
<td>50</td>
<td>5</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
<td>100</td>
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Grading is based on the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
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<tr>
<td>80 – 89%</td>
<td>B</td>
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<tr>
<td>70 – 79%</td>
<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>0 – 59%</td>
<td>F</td>
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**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.

Disabilities
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 Dishonesty
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 hyp://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”.

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.

**Course Outline (Subject to change)**

**WEEK 1:**
Section I: Starting Before the Beginning – Fundamentals of Macro Practice

1/22
- **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)
- **Rubin & Rubin Ch. 10:** Activists, Organizers and Social Change Professionals (pp. 171–191)

Topics:
- Historical origins
- Strategic assumptions
- Professional development
- Definitions of macro practice
- Political and economic framework
- Social change professionals
- Tasks of organizers and social change professionals

**Student Selection of Macro Practice Case Studies**

**WEEK 2:**
Section II: Engagement - Undertaking Community Assessments

1/29
- **Burghardt Ch. 3:** Using Engagement Skills to Improve Community Assessments (pp. 53-90)

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

*Presentation of macro practice cases 1 & 2*

**WEEK 3:**
The Unconscious in Organizing

2/5
- **Required Readings:**
  - **Burghardt Ch. 4:** The struggle to build authentic relationships in community interventions (pp. 91-118)

*Suggested Readings*
- Netting: Ch. 4 (pp. 103 – 125)
Topics:
Community Engagement Begins with you
Politics of the unconscious
Deepening the use of tactical self-awareness
Steps to strengthening your tactical self-awareness

**Presentation of macro practice cases 3 and 4**

**WEEK 4:**

The Social Construction of Practice

*Required Readings:*

**Burghardt Ch. 5:** Where “macro” and “micro” meet on road toward personal and community transformation (pp. 118-155)

Topics:
From engagement to relationship building
Historical debate
From conflict to innovations
Micro meets macro combing skills
Critical reflection
Organizers and clinical social workers
Transformational practices

**Presentation of macro practice case 5**

*Guest Lecturers:* Maria Covernali Ortiz, Founder and Director of Familias Triunfadoras in San Elizario

**WEEK 5:**

Strategies for progressive community organizing: Social Action [*class will meet at the Opportunity Center*]

*Required Readings:*

**Rubin & Rubin Ch 4-5:** The Two Pillars of Progressive Organizing – Empowering individuals and building community to create capacity for change (pp. 61 – 90)

*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

*Guest Lecturer:* Ray Tullius, Director of the Opportunity Center

**WEEK 6**

Section III: Relationship Building

*2/26*
Required Readings:
**Burghardt Ch. 6:** Leadership Development through Relationship Building (pp. 158-202)
**Rubin & Rubin Ch.17:** Compelling Change through Power Tactics (pp. 317-347)

Review for 1st Assessment

Documentary: Farmingville (*On reserve at UTEP Library*)

Topics:
Leadership qualities
Problem posing and transformative leadership
Strategies and techniques to social planning
Power tactics and applying the tactics
Strategic planning approaches

**Guest Lecturer:** Dr. Bill Dethlefs, Director Center for Accommodations and Support Services (CASS)

WEEK 7:
3/5  **First Assessment**

WEEK 8:  Spring Break
3/12

WEEK 9:  **COMMUNITY ASSESSMENT DUE**
3/19  Basics of Community Organizing Strategy

Required Readings:
Burghardt Ch. 7: Why can’t we all just get along? (pp. 203-245)

Topics:
Building effective coalitions
Not-so-hidden realities of race, gender, class, sexuality and age
Building transformative macro practice: from discomfort to freedom

**Presentation of macro practice case 6**

**Guest Lecturer:** María Carrillo, LPC, Social Services Administrator Centro de Salud Familiar La Fe

WEEK 10:
3/26  From Personal, Community and Social Needs to Action Research

Required Readings:
**Rubin & Rubin Ch. 9:** Learning about personal, community, and social needs through action research (pp. 145-167).
Topics:
Social Implications of Action Research
Flow of a research project
Data gathering
Analysis and presentation of findings and from research to action

*Presentation of macro practice cases 7-8*

**Guest Lecturer:** Andres Muro, PhD, Plaza Comunitaria El Paso Community College

**WEEK 11:** Section IV: Interventions  
*4/2*

**Required Readings:**

*Burghardt Ch. 8:* From Checkers to Chess: The Strategic Development of a Community Practitioner (pp. 249-292)

*Rubin & Rubin Ch. 8:* Intersecting histories: Community organizing, issue mobilization and social movements (pp. 129-144).

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

*Class will take place at Tierra Madre Colonia in Sunland Park, New Mexico.  
Hosted by Mr. Rafael Ramos-Lacen, President/CEO The Southern New Mexico Project, Inc. Instructions are forthcoming.*

**WEEK 12:** FINALIZE THE COMMUNITY INTERVENTION PROJECT  
*4/9*

*Presentation of macro practice cases 9-11*

**WEEK 13:** Moving Forward in Macro Practice  
*4/16*

**Required Readings:**

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

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
WEEK 14: **Burghardt Ch. 12:** Crossing the Great Divide (pp. 378-414) **Ch. 14** Summing Up, Moving Forward (pp. 452-475).

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 21\textsuperscript{st} century
Transformative model for the 21\textsuperscript{st} century

WEEK 15: **Second Assessment**

4/30

WEEK 16: **Healthy People 2020 (HP 2020)** Innovation proposals due

5/7 First group of 12 min. presentations and peer-reviews take place

WEEK 17: Second group of 12 min. presentations and peer-reviews take place

5/13 Bringing it all together

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