

University of Texas at El Paso  
MSW Program Department of Social Work  
**Fall 2020 - SOWK 5382 CRN 16577: Multicultural Macro Practice II**  
Fall 2020  
*Subject to Change*

Instructor: Dr. Eva M. Moya  
Phone: 747-8493 (W) 253-6466 (M)  
Meeting Times: **Tuesday 3:00-5:50 pm**

Office Hours: Friday 8:30-10:30 **am by**  
**appointment.**  
*\*Please call to*  
*confirm appointment*

Office: HSSN 437 – working remotely

E-Mail: [emmoya@utep.edu](mailto:emmoya@utep.edu)

*Class meets on-line given the COVID-19 contingency: Please use the Zoom invitation sent by professor to join class.*

## **I. COURSE DESCRIPTION**

This course builds on the generalist foundation of the first and second years of graduate education. 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 and community-engagement in the multicultural, bi-national region. The course will focus on vulnerability, resilience, and homelessness.

### **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) participate in community-engagement high impact experiences to address social problems, issues and needs that surface in community settings within the border region; and (6) develop skills in macro practice that involves the process of engagement, assessment, intervention and evaluation.

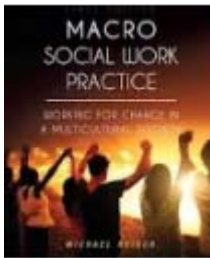
## **II. STUDENT COMPETENCIES**

*Upon completion of the course, you will*

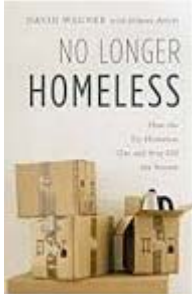
- Apply critical thinking in the analysis and application of community theories and practice models to the assessment, intervention, and evaluation of communities and organization (EPAS 2.1.3; 2.1.9; 2.1.10 A-D)
- Develop the capacity to engage in research-informed macro practice skills in addressing 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 (available in Bookstore and other electronic venues)



**Reisch, M.** (2019). *Macro Social Work Practice Working for Change in a Multicultural Society*. Cognella. ISBN 978-1-5165-0757-3



**Wagner, D.** (2018). *No Longer Homeless: How the ex-homeless get and stay off the streets*. Rowman & Littlefield. ISBN

The Community Toolbox's Model for Change.

[http://ctb.ku.edu/en/tablecontents/chapter\\_1001.htm](http://ctb.ku.edu/en/tablecontents/chapter_1001.htm)

*Supplemental Texts (You may find these books through the UTEP Library and Blackboard)*

A series of articles and chapters 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 border region. All classes will be **on-line** and will begin promptly. Students will be active participants and discussants throughout the class.

### **Format and Requirements**

1. Completion of assigned readings before the session scheduled for discussion. Readings not found within the text can be accessed through electronic reserves or through the UTEP Library website.
2. Assignments must be completed in an appropriate manner and on time.
3. Students are active participants throughout the class, discussions, presentations, and community virtual visits.
4. Students will participate in class on-line given the recent transition to online as a result of COVID 19, be on time, and remain for the entire session. If you do not attend, you cannot participate and 25 points will be deducted for every class missed and 10 point will be deducted for every session that you are significantly late (15 minutes or over) 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 five assignments**

1. The first assignment will be a group community intervention project. First, students will be presented with project ideas identified by previous class students (now graduates and practitioners) and the leadership of the Opportunity Center as salient and relevant to addressing social injustices. Since the majority of macro practice involves working within groups, all students will work within a designated group to complete the assignments, and every member of the group will be assessed individually and by the group for the assignment. The groups will be formed in the beginning of the semester and will remain together for the assignment. The assignment includes a group presentation (**250 points**).
2. The second assignment is an individual assignment, a Healthy People 2020 Innovation mini proposal that you would submit to address a community issue impacting families that are homeless and 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 brief presentation in class with peer-reviews (**200 points**).
3. The third assignment consists of a case study, peer-reviewed article or chapter led discussion. The instructor will provide case studies and the student will lead the discussion (**75 points**). No power point please.

4. The fourth assignment consists of two evaluations. Weekly or bi-weekly one-page journal entry (please refer to syllabi for when journals are due), and a final one-on-one session with professor. **(250 points)**.
5. Active Participation and Engagement. Consists of high impact activities like critical thinking, problem-solving and team building engagement in class. Participation is based on attendance, active engagement in class discussions and debates **(225 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.

### Grading Breakdown

Active participation and engagement	(225 points)	22.5%
Community Intervention	(250 points)	25%
Healthy People 2020 Mini proposal	(200 points)	20%
Assessments, Journals and Final Interview	(250 points)	25 %
Case study led discussion	(75 points)	7.5%

Total: (1000 points) 100%

Grading is based on the following scale

90 – 100%	<b>A</b>
80 – 89%	<b>B</b>
70 – 79%	<b>C</b>
60 – 69%	<b>D</b>
0 – 59%	<b>F</b>

## V. TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

## **VI. COURSE COMMUNICATION**

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

*Office Hours:* We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held via zoom, Facetime and by appointment during the following times:

Fridays 8:30 am – 10:30 am Mountain Time

*Email:* UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

*Discussion Board:* If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.

*Announcements:* Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

## **VII. NETIQUETTE**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## VIII. CLASS POLICIES

Syllabus Changes: The instructor reserves the right to make changes to the syllabus at any point during the semester. Please check Blackboard for updates.

Attendance and Participation: This class requires that you participate in scheduled weekly zoom sessions. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates.

Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

If you are unable to attend a class session, please let me know as soon as possible so that accommodations can be made when appropriate.

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in scheduled weekly Blackboard Collaborate sessions and discussions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Excused Absences and/or Course Drop Deadline: Students who miss more than three classes will be automatically withdrawn from class with a grade of W if absences occur prior to the drop date for fall 2019 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 Social Work Department Deadline. Dropping a course after that time will result in an automatic grade of F.

Late assignments: Any assignment that is not turned on the day and time that 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 one or two assessments (exams) on assigned readings. Missing all or part of any one exam will result 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. Assessments will be online via Blackboard.

Alternative Means of Submitting Work in Case of Technical Issues: I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

#### Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

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 program.

Academic honesty: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

Refer to <http://www.utep.edu/dos/acadintg.htm> for further information. You must cite, reference, or quote information obtained from 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'.

#### IX. ACCOMMODATIONS POLICY

UTEP is committed to both the spirit and the 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 American with Disabilities Act (ADA), pursuant to sections 503 and 504 of The Rehabilitation Act of 1973, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal. UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

### COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.

## **X. COVID-19 PRECAUTIONS**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](http://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow



preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

## **XI. Title IX**

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX. In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. <http://admin.utep.edu/Default.aspx?tabid=68750>

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s):

Gabriel Ramirez, Title IX Coordinator (Oversees Investigations and policy implementation)  
(915)747-8358 [gramirez2@utep.edu](mailto:gramirez2@utep.edu)

Andrea Lafleche, Deputy Title IX Coordinator (Investigation of concerns related to students)  
(915) 747-9375 [aclafleche@utep.edu](mailto:aclafleche@utep.edu)

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)  
(915) 747-5648 [cmandalis@utep.edu](mailto:cmandalis@utep.edu)

## **XII. RESOURCES FOR STUDENT SUCCESS AND WELL-BEING**

UTEP provides a variety of student services and support:

### Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

- University Writing Center (UWC): If you struggle with writing, the tutors at the UWC can help you. Check out their website – <http://academics.utep.edu/writingcenter> and submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. You can also call **(915)-747-5112**
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

#### Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- You can call at **(915) 747-5302** or visit their website [www.utep.edu/counsel](http://www.utep.edu/counsel)
- The Student Health Center is located in the Union Building East, Suite 100 **(915) 747-5624**.
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- National Alliance on Mental Illness (NAMI) **(915) 534-5478**

#### Related Resources

- Center against Sexual Assault Family Violence Helpline: **(915) 593-7300 or 1-800-727-0511**
- El Paso Police Department **(911)** or UTEP Police Department **(915) 747-5611**
- Suspected harm of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**

### XIII. 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.

### XIV. 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

**All classes will be convened on-line via zoom between 3 pm – 5:50 pm on Tuesday**  
(915) 253-6466 Dr. Moya's mobile – All readings are required

**LECTURE 1:** Review course syllabus, assignments, and safety first. Establishing personal goals.  
**8/25** Fundamentals of Macro Practice

Wagner, D. (2018) No Longer Homeless: How the Ex-homeless get and stay off the streets. Chapter 1: Giving Voice to the Ex-homeless. Rowman & Littlefield. P  
*Posted on Blackboard.*

Moya, Chavez-Baray, Martinez, Mattera and Cox. (2018). Bridging the gap between micro and macro practice to address homelessness in the U.S.-Mexico border: Implications for practitioners and community stakeholders. Reflections. Vol. 24, Number 1. Winter 2018. [*Posted on Blackboard under course readings*]

***Selection of Macro practice readings on vulnerable and resilient populations for student led presentations***

**LECTURE 2:** Theories and Practice (Praxis)

**9/1** **Reisch (pp.1-31); Chapter 1: Macro Practice in a Multicultural Society: An Overview**

Changing environment of social work practice

Why macro matters

What is macro social work practice?

Values, history, and terminology

Welcome to The Opportunity Center – Ray Tullius, MSW, John Martin, Deputy Director and Amy Joyce-Ponder, LMSW, Clinical Social Worker

***Discussion of group community intervention opportunities***

*Journal #1 due 9/4*

**LECTURE 3: Reich (pp. 32-59) Chapter 2: Theories Underlying Macro Social Work Practice in Multicultural Society.**  
9/8

Theories of social change  
Evolution of theories  
Critical theory  
Social Justice  
Human rights  
Empowerment and implications for macro social work practice

**Reading:** The Future of Macro Social Work (Netting, 2005)

*1st student led presentation*

*Journal #2 due 9/11*

**LECTURE 4: Human Service Organizations in a Multicultural Society**  
9/15

Required readings

**Reisch (pp. 60-91) Chapter 3 Human Service Organizations in a Multicultural Society**

Organizational context of practice  
Theoretical perspectives  
Structure, decision making and power  
Vision, mission and goals  
Allocation of resources  
Sources of funding

*2<sup>nd</sup> Student led presentation*

*Journal #3 due 9/18*

Ted Talk: Multiculturalism in the Modern World

<https://www.youtube.com/watch?v=U5rKgDOs33U>multiculturalism

Length: 14:49

Homelessness Documentary: @ Home

<https://www.youtube.com/watch?v=t9dmp3H8Bj8> Length: 55:43

**LECTURE 5: Creating a diverse organizational culture**  
9/22

Required readings

Defining community and assessing its needs and assets

Required readings

**Reisch (pp. 273-311) Chapter 9 Community: Assessing needs & assets**  
Meaning of community

Dimensions  
Theories  
Competent community  
Social capital  
Community assessment  
Needs and problems  
Problem solving approach  
Entering a community  
Barriers, opportunities, and principles

*3<sup>rd</sup> Student led presentation*

*Journal #4 due 9/25*

**LECTURE 6: Reisch (pp. 98-137) Chapter 4 Creating a diverse organizational culture**

9/29

Topics:

What is organizational culture?

Culture and social change

Values and value patterns

Value dimensions

Leadership and management styles

Differences in communication

Power, organizational culture, and empowerment

Creating empowerment and effective multicultural organizations

*4<sup>th</sup> & 5<sup>th</sup> Student led presentations*

*Journal #5 due 10/02*

Ted Talk: Build a Tower, Build a Team

[https://www.youtube.com/watch?v=H0\\_yKBitO8M&feature=youtu.be](https://www.youtube.com/watch?v=H0_yKBitO8M&feature=youtu.be)

Length: 7:22

**LECTURE 7: The external environment of macro social work practice**

10/6

Required readings

**Reisch (pp. 138-167) Chapter 5 The external environment of macro social work practice**

Community building

Assumptions, perspectives, and patterns

Collaboration: purpose and spectrum

Coalitions and alternative to coalitions

Advocacy

Building and maintaining interracial and multicultural coalitions

*6<sup>th</sup> Student led presentation*

*Journal #6 due 10/09*

Ted Talk: The Year I was Homeless

[https://www.ted.com/talks/becky\\_blanton\\_the\\_year\\_i\\_was\\_homeless/up-next?language=en](https://www.ted.com/talks/becky_blanton_the_year_i_was_homeless/up-next?language=en)

Length: 7:01

Homelessness Documentary: @ Home

<https://www.youtube.com/watch?v=t9dmp3H8Bj8>

Length: 55:43

## **LECTURE 8: Community Intervention Group Work and Healthy People 2020**

**10/13**

*7<sup>th</sup> & 8<sup>th</sup> Student led presentations*

*Journal #7 due 10/16*

## **LECTURE 9: Power and leadership**

**10/20**

Required readings

**Reisch (pp. 168-202) Chapter 6 Power and leadership**

Leadership views

Problems and alternatives

Intersection of gender, culture, and leadership

Power, leadership, empowerment, and social action

Leadership development and skills

Ted Talk: Why Good Leaders Make you Feel Safe

[https://www.ted.com/talks/simon\\_sinek\\_why\\_good\\_leaders\\_make\\_you\\_feel\\_safe/up-next?language=en](https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe/up-next?language=en)

Length: 11:52

Ted Talk: Everyday Leadership

[https://www.ted.com/talks/drew\\_dudley\\_everyday\\_leadership/up-next](https://www.ted.com/talks/drew_dudley_everyday_leadership/up-next)

Length: 6:11

*9<sup>th</sup> Student led presentation*

*Journal #8 due 10/23*

Ted Talk: How to save the World (or at least yourself) from bad meetings

[https://www.ted.com/talks/david\\_grady\\_how\\_to\\_save\\_the\\_world\\_or\\_at\\_least\\_yourself\\_from\\_bad\\_meetings/transcript?referrer=playlist-work\\_smarter#t-387777](https://www.ted.com/talks/david_grady_how_to_save_the_world_or_at_least_yourself_from_bad_meetings/transcript?referrer=playlist-work_smarter#t-387777)

Length: 6:39

## **LECTURE 10: Action Research and Macro Practice**

**10/27**

Required readings

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

**Guy, B., Feldman, T., Cain, C., Leesman, L., & Hood, C. (2020).** Defining and navigating ‘action’ in a Participatory Action Research project. *Educational Action Research*, 28:1, 142-153, DOI: 10.1080/09650792.2019.1675524

Approaches to community engagement  
Social movements and social work  
From engagement to relationship building  
Identifying issues  
Participatory Action Research

*10<sup>th</sup> & 11<sup>th</sup> Student led presentations*  
*Journal #9 due 10/30*

**LECTURE 11: Reisch (pp. 203-227) Chapter 7 Working with diverse groups**

11/3 Meetings, governance, confidentiality, focus, decision making, key roles  
Working with boards

Ted Talk: The Housing First Approach to Homelessness

[https://www.ted.com/talks/lloyd\\_pendleton\\_the\\_housing\\_first\\_approach\\_to\\_homelessness/up-next?language=en](https://www.ted.com/talks/lloyd_pendleton_the_housing_first_approach_to_homelessness/up-next?language=en)

Length: 13:46

Ted Talk: “Walk with Me”—A Community Development Effort

[https://www.youtube.com/watch?v=PXNQ2C\\_d27A](https://www.youtube.com/watch?v=PXNQ2C_d27A) Length: 19:26

*12<sup>th</sup> Student led presentation*  
*Journal #10 due 11/06*

**LECTURE 12: Community Intervention Project and HP 2020 Group Work**

11/10

*13<sup>th</sup> Student led presentation*

**LECTURE 13: Identifying and resolving ethical dilemmas**

11/17

Required readings

**Reisch (pp. 229-269) Chapter 8 Identifying and resolving ethical dilemmas**

Ethics, values, dilemmas, decisions, self-determination

Taking ethical action

Ethical dilemmas for the future

Planning and program development in diverse communities and organizations

Ted Talk: What Really Motivated People to be Honest in Business

[https://www.ted.com/talks/alexander\\_wagner\\_what\\_really\\_motivates\\_people\\_to\\_be\\_honest\\_in\\_business/transcript](https://www.ted.com/talks/alexander_wagner_what_really_motivates_people_to_be_honest_in_business/transcript) Length: 13:25

*Journal #11 due 11/20*

**LECTURE 14: COMMUNITY INTERVENTION PROJECT GROUP  
11/24 PRESENTATIONS**

**Healthy People Presentations Part 1**

**LECTURE 15: HEALTHY PEOPLE 2020 PROPOSAL PRESENTATIONS PART 2  
12/1**

**Reisch (pp. 547-554) Epilogue Personal side of macro social work practice**  
Balancing the personal and professional values  
Being strategic about your career  
Balancing life  
Self-care

Ted Talk: How to Make Work-Life Balance Work

[https://www.ted.com/talks/nigel\\_marshall\\_how\\_to\\_make\\_work\\_life\\_balance\\_work/transcript](https://www.ted.com/talks/nigel_marshall_how_to_make_work_life_balance_work/transcript)

Length: 9:55

Ted Talk: Off Balance On Purpose: The Future of Engagement and Work Life Balance

<https://www.youtube.com/watch?v=8OkzozrUEHY>

Length: 18:07

**LECTURE 16: Final session- A one-on-one meeting with professor  
12/8**

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