



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

SOWK 5382: Multicultural Macro Practice in Diverse Organizations

CRN: 21636

TERM: Spring 2024

MEETING TIMES: Tuesdays 3:00pm-5:50pm

LOCATION: HSSN #135

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Office Hours: Monday 2-4 pm or by appointment

Zoom link: <https://us02web.zoom.us/j/88079725764?pwd=djFacEt6RmJvVWtwcUIXeXJCN3ZPZz09>

Course Information: What this class is about and what we will do

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 to 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, economic justice and community-engagement in the multicultural, bi-national region. The course focuses on vulnerability, resilience, homelessness, and macro practice.

DIVERSITY STATEMENT

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

COURSE GOALS

By the end of the course, learners will:

- (1) Understand how Social Work values and ethics undergird all areas of practice and to apply these to ethical dilemmas that emerge when serving clients from diverse backgrounds in multicultural settings.
- (2) Develop skills for effective, ethically informed, culturally and linguistically responsive social work practice in a multicultural, binational community grounded in historical and current systematic forms of profession and racism.
- (3) Analyze how justice, diversity, inclusion, and accessibility shapes multicultural practice and the capacity to build coalitions and alliances among 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 and participate in community-engagement high impact experiences to address social problems, issues and needs that surface in community settings within special emphasis on issues relevant to the U.S.-Mexico Border region; and
- (5) Develop skills in macro practice that involves the process of engagement, assessment, intervention, and evaluation that are culturally responsive and appropriate.

COURSE OBJECTIVES

Social work courses are designed to improve students' competence through instruction, practice, and application of knowledge, values, and skills. "Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being" (CSWE, 2022, p. 7). Through course assignments, students demonstrate the ability to meet course objectives related to EPAS Competencies. Situated within the context of social work practice in the multicultural, bi-national U.S.-Mexico Border region, this course focuses specifically on six aspects of social work competence: ethical and professional behavior (Competency 1); human rights and social, racial, economic, and environmental justice (Competency 2); anti-racism, diversity, equity, and inclusion in practice (A DEI) (Competency 3); research-informed practice and practice-informed research (Competency 4); assessment of individuals, families, groups, organizations, and communities (Competency 7); and intervention with individuals, families, groups, organizations, and communities (Competency 8). Course assignments will assess and summarize students' competency levels. Upon completion of this course, students will be able to:

- o Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context (Behavior 1.1).
- o Advocate for human rights at the individual, family, group, organizational, and community systems levels (Behavior 2.1).
- o Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (Behavior 2.2)
- o Assess how issues of privilege, social, economic, and environmental justice, and inequities in access to services and resources affect client difficulties and relationships between social workers and clients/consumers across the micro, mezzo, and macro levels (Spec. Behavior 2.3).
- o Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (Behavior 3.1).
- o Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences (Behavior 3.2).

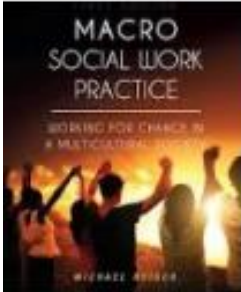
- o Identify and understand the ways in which individuals from different ethnic, gender and gender identity, racial, cultural, sexual orientation, and socioeconomic backgrounds and with different abilities require different methods of engagement (Spec. Behavior 3.3)
- o Adapt interventions in culturally responsive ways that show recognition of issues of intersectionality at the micro, mezzo, and macro levels (Spec. Behavior 3.4).
- o Apply research findings to inform and improve practice, policy, and programs (Behavior 4.1).
- o Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work (Behavior 4.2).
- o Conduct practice in a recursive manner that includes constant assessment while implementing interventions in social work settings (Spec. Behavior 4.4).
- o Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (Behavior 7.1).
- o Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (Behavior 7.2).
- o Demonstrate the ability to develop and explain a comprehensive assessment with consideration of theoretical models, practice experiences, and research findings (Spec. Behavior 7.3).
- o Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals (Behavior 8.1).
- o Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (Behavior 8.2).
- o Demonstrate ability to intervene at micro, mezzo, and macro levels by applying appropriate models of practice in response to the unique circumstances and needs presented (Spec. Behavior 8.3).

Competencies*	Assignment(s)
1. Demonstrate ethical and professional behavior.	Lectures and course material readings (K, S, V); individual case study led discussion presentations (K, S, CA, V); group discussions and community interventions with invited organization mentor(s) (K, S, CA); one-on-one meeting with professor (K, S).
2. Advance human rights and social, racial, economic, and environmental justice.	Group community interventions with organizations and mentors (K, S, V); lectures and course material readings (K, S, V); individual case study led discussions (K, S, CA); Healthy People 2030 proposal presentations (K, S, CA).
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice	Lectures and course material readings (K, S, V); individual case study led discussion presentations (K, S, CA, V); group discussions and community interventions with invited organizations and mentors (K, S, CA).
5. Engage in policy practice.	Group community interventions with organizations and mentors (K, S, V); lectures and course material readings (K, S, V); student discussion-led presentations (K, S, V).
7. Assess individuals, families, groups, organizations, and communities.	Group community interventions with organizations and mentors (K, S, V); lectures and course material readings (K, S, V); individual case study led discussions (K, S, V); Healthy People 2020/2030 proposal presentations (K, S, CA)

8. Intervene with individuals, families, groups, organizations and communities.	Group community interventions with organizations and mentors (K, S, V); lectures and course material readings (K, S, V)
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*You can find full description of SOWK competencies in the Educational Policies and Accreditation Standards at CSWE: <https://www.cswe.org/accreditation/standards/2022-epas/>

REQUIRED MATERIALS



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

The Community Toolbox’s Model for Change. 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.

COURSE ASSIGNMENTS & GRADING

This course will include lectures, group activities, discussions and presentations by social workers and leaders working with individuals experiencing homelessness as well as representatives from communities and organizations within the border region. All classes will be **in person** and will begin promptly. Online classes are also available for students residing outside El Paso and unable to attend in person sessions. Students will be active participants and discussants throughout the class.

Grade Distribution

A=100% - 90% B= 89.9% - 80% C=79.9% - 70% D= 69.9% - 60% F=59.9% - 0

Class Activity	Total Points	Final Grade %
Attendance, Active Participation and Engagement	225 points	22.5%

Community Intervention	250 points	25%
Healthy People 2030 Mini Proposal	200 points	20%
Journals (62.5 points X 4 journals)	250 points	25%
Case Study Led Presentations	75 points	7.5%
TOTAL POINTS	1000 points	100%

Format and Requirements

Class Readings: 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.

Attendance and Active Participation/Engagement: Students are active participants throughout the class, discussions, presentations, and virtual community visits. Students will participate in class in person or online, 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 points will be deducted for every session that you are significantly late (15 minutes or over) or depart early from class.

Missing Classes: 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.

Class Drop: Students wishing to drop a course and receive a grade of 'W' must do so before official due date (please see University calendar). Any drop 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.

Assignments: All course assignments must be completed in an appropriate manner and on time. There are five assignments:

1. **Assignment 1: Group Community intervention Project (250 points).** First, students will be presented with project ideas identified by previous class students (macro course students, graduates, and practitioners) and the leadership of the Opportunity Center as salient and relevant to addressing cultural considerations, social justice, diversity and inclusion. Since most of the 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 at the beginning of the semester and will remain together for the assignment. The assignment includes a group presentation. The groups will use culturally responsive engagement strategies and incorporate social and political determinants of health.
2. **Assignment 2: Healthy People 2030 Innovation Mini Proposal (200 points).** This is an individual assignment that you would submit to address a community issue impacting families that are homeless and consistent with one of the Healthy People 2030. The professor 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. The HP 2030 proposals will address social/political determinants of health or environmental justice with a

focus on the U.S.-Mexico Border region context and use intersectionality as the lens to propose an innovation.

3. **Assignment 3: Case study, Peer-reviewed article(s) or Chapter(s) Led Discussion (75 points).** The instructor will provide a series of case studies on topics of privilege, social, economic, and environmental justice, gender, racial, cultural and sexual orientation, socioeconomic backgrounds and inequities in access to services and resources across micro, mezzo and macro levels of practice. Pairs of student(s) will be responsible for leading a group discussion in class using liberating structures. PowerPoints are not allowed. Rubric is available in BB.
4. **Assignment 4: Journal entries (250 points).** Bi-weekly one-two-page **journal entry** (please refer to syllabi for when the 4th journals are due, each journal is worth 62.5 points). Rubric is available in BB.
5. **Assignment 5: Attendance, Active Participation and Engagement (225 points).** Attending, preparing for and participating in class activities is worth 225 points. Regular class attendance with active participation is expected. When learners participate actively in class discussions, learning is enhanced. It is the student's responsibility, whether present or absent, to keep abreast of content. Class attendance is NOT optional. An attendance roster will be passed out at the beginning of each class session. Students are responsible for signing in.

***Note:** 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.**

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system and Zoom. 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 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 <http://portal.office.com/> for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond the scope of troubleshooting, please contact UTEP. [Help Desk](#) as they are trained specifically in assisting with the 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!

Course Communication: How we will stay in contact with each other

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** My office hours are by appointment this semester. Since I am also teaching on Saturdays, I have availability that day as well. Please reach out to schedule an appointment.

Office number is 915-747-8493 or 915-253-6466 (mobile)

- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email your UTEP student account, course number in the subject line. In the body of your email, please clearly state your question. At the end of your mail, be sure to put your first and last name.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It is 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.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must always be provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- 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.
- 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 professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

This class requires that you participate in-person sessions and attendance is important not only for your learning and success but also to create a community of learners. 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.

I expect you to review all course materials ahead of class, complete assignments on time (some exceptions made on a case-by-case basis; late assignment submissions without contacting me first will result in a zero on the assignment) and actively participate in class discussions and discussion boards.

If you are unable to attend a class session, please let me know as soon as possible so that accommodation can be booked when appropriate. Participation is determined by the 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 POLICY

It is expected that you will attend all classes except in the case of a documented emergency. According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 3 absences in this course), the instructor may drop the student from the class with a grade of ‘W’ before the course drop deadline and with a grade of ‘F’ after the deadline.” Deadline for this semester is April 1, 2023. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24-hour advance notice via email.

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 the semester or an F if the total of class sessions missed exceeds three after the first four weeks of the course.

Students wishing to drop this class, please contact the Registrar’s Office (records@utep.edu) <https://www.utep.edu/student-affairs/registrar/students/registration.html> to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an “F” for the course.

DEADLINES, LATE WORKS AND ABSENCE POLICY

It is expected that you follow the assignment submission guidelines and deadlines referenced earlier in this syllabus. You may request an extension on an assignment if circumstances warrant providing one. In cases of late submission without an extension being granted, your assignment will be penalized a letter grade for every 3 days late.

I understand that life happens and there may be a situation where you have to miss class without a documented emergency. Missed classes will result in a 5-point deduction in your course attendance and participation grade. More than three unexcused absences may result in receiving a failing grade in the class.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE WAYS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if 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.

'INCOMPLETE' GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

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 [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, or apply for accommodations online via the [CASS portal](#).

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of communicable illness. If you are feeling unwell, please let me know as soon as possible! I will work to accommodate and support you in any way I can.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination based on 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 based on 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. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation 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. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' 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](#).

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

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.

GUIDANCE ON USE OF ARTIFICIAL INTELLIGENCE (AI)

You may not use AI tools such as Chat GPT to complete the following activities: Journals, Healthy Border 2030 Proposal submission and Community Intervention.

Course Resources: Where you can go for support and assistance

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

- [https://www.utep.edu/library/UTEP Library](https://www.utep.edu/library/UTEP%20Library): 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 \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the tutorial and Fact Sheet/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.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#). Food and support for students/staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources \(FHAR\)](#). Connects foster, homeless, and adopted individuals through education and advocacy with resources in a holistically manner.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.

- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**

WEEKLY SCHEDULE

****Syllabus & scheduling subject to change at instructor's discretion****
Any changes will be communicated with students through blackboard announcements.
All readings are required to be completed by every student.

Spring 2024	Assigned Readings & Course Outline	Topics and Assignments	Competencies Addressed or Measured*
Week 1 1/16	Readings: 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. <u>Posted on Blackboard.</u> 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. <u>Posted on Blackboard under course readings.</u>	Lecture 1: Fundamentals Review course syllabus, assignments, and safety first. Establish personal goals. <i>*Selection of Macro practice readings on vulnerable and resilient populations for student-led presentations.</i>	7

<p>Week 2 1/23</p>	<p>Reading: Healthy People 2020 End of Decade Snapshot. http://health.gov/healthypeople The Future of Macro Social Work (Netting, 2005); Macro Social Work History (Moya et al., 2021). <u>Posted on Blackboard</u></p>	<p>Lecture 2. Practice & Theories Reisch (pp.1-31); Chapter 1: Macro Practice in a Multicultural Society: An Overview. Topics: Changing environment of social work practice. Why macro matters. What is macro social work practice? Values, history, and terminology. Reich (pp. 32-59) Chapter 2: Theories Underlying Macro Social Work Practice in Multicultural Society. Topics: Theories of social change. Evolution of theories. Critical theory. Social Justice. Human rights. Empowerment and implications for macro social work practice. <i>Discussion of group community intervention opportunities and mentor's role</i> <i>Journal #1 due</i></p>	<p>2, 5, 7</p>
<p>Week 3 1/30</p>	<p>Discussion of Community Intervention project topics, teams, mentors and guests.</p>	<p>Lecture 3. Reisch (pp. 273-311) Chapter 9 Defining “Community” and assessing needs and assets. Topics: Dimensions Competency Models of organizing Assessment, needs, assets Entering community Barriers and facilitators 1st meeting with mentors</p>	<p>6, 8</p>

<p>Week 4 2/6</p>	<p>View: Ted Talk Multiculturalism in the Modern World</p> <p>https://www.youtube.com/watch?v=U5rKgDOs33U multiculturalism Length:14:49</p> <p>Homelessness Documentary: @ Home</p> <p>https://www.youtube.com/watch?v=t9dmp3H8Bj8 Length: 55:43</p>	<p>Lecture 4.</p> <p>Reisch (pp. 315-368) Chapter 10 Engaging with and Intervening in Multicultural Communities</p> <p>Topics: Community organizing Identification of issues Social justice and community practice Advocacy Planning and implementation Skills</p> <p><i>1st student-led presentation</i></p>	<p>1, 2, 5</p>
<p>Week 5 2/13</p>		<p>Lecture 5.</p> <p>Human Service Organizations in a Multicultural Society. Reisch (pp. 60-91) Chapter 3 Human Service Organizations in a Multicultural Society.</p> <p>Topics: Organizational context of practice. Theoretical perspectives. Structure, decision-making, and power. Vision, mission, and goals. Allocation of resources. Sources of funding.</p> <p><i>2nd student-led presentations</i></p>	<p>1, 5, 7</p>
<p>Week 6 2/20</p>	<p>View: Ted Talk: Build a Tower, Build a Team</p> <p>https://www.youtube.com/watch?v=H0_yKBitO8M&feature=youtu.be</p> <p>Length: 7:22</p>	<p>Lecture 6.</p> <p>Reisch (pp. 98-137) Chapter 4 Create a Diverse Organizational Culture</p> <p>Topics: Role of community building Organizational environment Inter-organizational relations Collaboration Coalitions</p> <p>2nd meeting with mentors</p> <p><i>3rd student-led presentations</i> <i>Journal #2 due</i></p>	<p>5, 7</p>

<p>Week 7 2/27</p>	<p>View: Ted Talk: The Year I was Homeless. 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</p>	<p>Lecture 7. Reisch (pp. 138-167) Chapter 5 The external environment of macro social work practice.</p> <p>Topics: Community building Assumptions, perspectives, and patterns Collaboration: purpose and spectrum Coalitions and alternatives to coalitions Advocacy Building and maintaining interracial and multicultural coalitions</p> <p>4th-5th Student-led presentations</p>	<p>1, 2, 5</p>
<p>Week 8 3/05</p>	<p>Watch for class discussion: 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 Length: 11:52 Ted Talk: Everyday Leadership https://www.ted.com/talks/drew_dudley_everyday_leadership/up-next Length: 6:11 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 Length: 6:39</p>	<p>Lecture 8. Power and Leadership. Reisch (pp. 168-202) Chapter 6 Power and leadership</p> <p>Topics: Leadership views Problems and alternatives The intersection of gender, culture, and leadership Power, leadership, empowerment, and social action Leadership development and skills</p> <p>3rd meeting with mentors</p> <p>Journal #3 due</p>	<p>1, 5, 7, 8</p>

Spring Break		March 11 th -15 th	
Week 9 3/19	Student-led presentations	Lecture 9 6th, 7th, 8th, 9th student-led presentations	6, 8
Week 10 03/26	<p>Readings:</p> <p>Friedman, B.D. (2018). Community-Based Participatory Action Research: It is all about the Community. Pp. 27-38 (reading is posted on Blackboard)</p> <p>Guy, B., Feldman, T., Cain, C., Leesman, L., & Hood, C. (2020). Defining and navigating 'action' in a Participatory Action Research project. <i>Educational Action Research</i>, 28:1, 142-153.</p> <p>Barnett, T. M. (2019). Community-Based Participatory Research. <i>Encyclopedia of Social Work</i>. https://doi.org/10.1093/acrefore/9780199975839.013.69</p> <p>Panel 1: Community-Based Participatory Research and Health Equity- Nina Wallerstein https://youtu.be/RMXFCe2RU9E Length: 33:45</p> <p>An Introduction to Community Based Participatory Research (CBPR) – Jeni Herbert-Beirne https://youtu.be/2kcQ_C0xnBs Length: 21:06</p>	<p>Lecture 10. Action Research and Macro Practice. Topics: Approaches for community engagement Social movements and social work From engagement to relationship building Identifying issues Participatory action research</p> <p>Reisch (pp. 203-227) Chapter 7 Working with diverse groups Topics: Meetings, governance, confidentiality, focus, decision making, key roles. Working with boards.</p> <p>4th Meeting with mentors</p> <p>10th Student-led presentation</p>	1, 4, 5, 7, 8

	<p>Opportunity Center for the Homeless Voices and Images https://youtu.be/zia6B2xE20 Length: 21:25</p> <p>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 Length: 13:46</p> <p>Ted Talk: “Walk with Me”—A Community Development Effort https://www.youtube.com/watch?v=PXNQ2C_d27A Length: 19:26</p>		
<p>Week 11 04/02</p>	<p>Watch for class discussion.</p> <p>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 Length: 13:25</p>	<p>Lecture 11.</p> <p>Reisch (pp. 229-269) Chapter 8 Identifying and resolving ethical dilemmas</p> <p>Topics: Ethics, values, dilemmas, decisions, self-determination Taking ethical action and ethical dilemmas for the future Planning and program development in diverse communities and organizations</p> <p>11th-12th Student-led presentations</p> <p>Journal #4th due</p>	<p>1, 5, 7</p>

<p>Week 12 04/09</p>	<p>Ted Talk: How to Make Work-Life Balance Work https://www.ted.com/talks/nigel_marshall_how_to_make_work_life_balance_work/transcript Length: 9:55</p> <p>Ted Talk: Off Balance on Purpose: The Future of Engagement and Work-Life Balance https://www.youtube.com/watch?v=8OkzozrUEHY Length:18.7 min</p>	<p>Lecture 12.</p> <p>Reisch (pp. 547-554) Epilogue Personal side of macro social work practice</p> <p>Topics: Balancing personal and professional values Being strategic about your career Balancing life Self-care</p> <p><i>Community Intervention Group Presentations. Mentors in attendance</i></p> <p><i>*Please submit paper to BB by 04/05</i></p>	<p>1, 5, 7</p>
<p>Week 13 04/16</p>	<p>HEALTHY PEOPLE 1</p>	<p>Lecture 13.</p> <p><i>Healthy People 2030 Proposal Presentations. PART 1 (11 student alphabetical order)</i></p> <p><i>*Please submit proposal to BB by 04/12</i></p>	<p>1, 2, 5, 7</p>
<p>Week 14 04/23</p>	<p>HEALTHY PEOPLE 2</p>	<p>Lecture 14.</p> <p><i>Healthy People 2030 Proposal Presentations PART 2 (10 students alphabetical order)</i></p> <p><i>*Please submit proposal to BB by 04/19</i></p>	<p>1, 2, 5, 7</p>

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION****

ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS