

University of Texas at El Paso
MSW Program Department of Social Work
SOWK 5382: Multicultural Macro Practice
Subject to Change (Revised as discussed with group 11/7)

Instructor: Dr. Eva M. Moya Office: HSSN 429
Term: Fall 2018 Phone: 747-8493 (W) 253-6466 (M)
Meeting Times: **Wednesday 3:00-5:45 pm**
Office Hours: **Monday 11:30 am -1:30 pm & by appointment.**
**Please call to confirm appointment*
E-Mail: emmoya@utep.edu
Class is off-campus: The Opportunity Center for the Homeless (OC)
1208 Myrtle Av. 3rd floor conference room - Ph (915) 577-0069.
Lot next to fenced parking space available for students. You may also park
on Myrtle Street in front of OC.

I. Course Description:

This course builds on the generalist foundation of the first year 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 in the multicultural, bi-national Paso del Norte region. The course will focus on vulnerability, resilience and homelessness. Classes will take place at the Opportunity Center for the Homeless in El Paso.

Course Objectives:

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

Reisch, M. (2019). *Macro Social Work Practice Working for Change in a Multicultural Society*. Cognella.

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

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

Supplemental Texts:

Shepard, B. (2015). *Community Projects as Social Activism*. Sage Publications.

Burghardt, S. (2014). *Macro Practice in Social Work for the 21st Century. Bridging the Macro-Micro Divide*. Second Edition. Sage Publications.

Articles and Cases:

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 Paso del Norte region. All classes 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. Assessments (exams) and assignments must be completed in an appropriate manner and on time.
3. Students are active participants throughout the class and discussions.
4. Students will attend all classes, 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 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 problems identified by persons experiencing homelessness. 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 series of presentations to the class (**225 points**).
2. The second assignment is an individual assignment, a Healthy People 2020 Innovation mini proposal that you would submit for funding 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 essay assessments or exams (**250 points**).
5. The fifth assignment consists of a combination of high impact activity (50 points), essays (50) and engagement in class (150). The professor will provide you with the essay question(s). Please bring a hard copy of your essay to class. Handwritten answers are not

acceptable. Participation is based on attendance, active engagement in class discussions and debates (250 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

Essays, attendance and active participation	(250 points)	25%
Community Intervention	(225 points)	22.5%
Healthy People 2020 Mini proposal	(200 points)	20%
Exams	(250 points)	25%
Case study led discussion	(75 points)	7.5%

Total: (1000 points) 100%

Grading is based on the following scale:

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

VI. 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.

Professional Conduct in Class: Students are expected to act like professionals in class. This means arriving at class on time, being prepared to participate in the class discussion, and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

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 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.

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 sending messages during class or during exams. If you bring your computer or iPad to class, you are expected to stay on task, take notes and actively participate. ***If you prefer to surf the web or text during the class lectures or discussions, you will be asked to leave the class and will receive a zero for class participation credit.***

Accommodations for Students

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

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

Academic Honesty

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

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

Refer to [hyyp://www.utep.edu/dos/acadintg.htm](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”.

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. [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): Sandy Vasquez, Title IX Coordinator (Investigation of concerns related to Faculty and Staff)
(915)747-5662 svasquez@utep.edu

Dr. Charlie Gibbens, Deputy Title IX Coordinator (Investigation of concerns related to students)
(915) 747-5648 cegibbens@utep.edu

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

Resources for Student Success and Well-Being

For help with writing: The **University Writing Center** (UWC) (Library Building 2nd [ground] floor, room 227. Ph **(915)-747-5112** provides walk-in assistance with writing to all UTEP

students at no cost. If you struggle with writing, the tutors at the UWC can help you. Check out their website – <http://academics.utep.edu/writingcenter>.

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

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

Mental Health Crisis Line (915) 779-1800

National Suicide Prevention Hotline 1-800-273-8255 and Veterans Crisis Line 1-800-273-8255

NAMI of El Paso (National Alliance on Mental Illness) (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)

VII. Course Evaluation

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

VIII. Course Assignments and Learning Activities

A variety of learning methods are used including lectures, discussions, exercises, assignments, readings, and videos..

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

Course Outline - *Subject to change* [UPDATED 11.7.2018]

**All classes met at the Opportunity Center for the Homeless – unless indicated differently
1208 Myrtle Avenue, 3rd Floor Conference Room
(915) 253-6466 Dr. Moya's mobile**

WEEK 1: Review course syllabus, assignments, and safety first. Establishing personal goals.
8/29 Fundamentals of Macro Practice
Required readings

Wagner, D. (2018) No Longer Homeless: How the Ex-homeless get and stay off the streets. Chapter 1: Give Voice to the 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.

Overview of the Opportunity Center by Ray Tullius, MSSW, Executive Director

WEEK 2: Theories and Practice (Praxis)
9/5 Required readings

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

Reisch (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

Reading: The Future of Macro Social Work (Netting, 2005)
Posted on Blackboard

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

Discussion of group community intervention opportunities

WEEK 3:
9/12 Human Service Organizations in a Multicultural Society
Required readings
Reisch (pp. 60-91) Chapter 3 Human Service Organizations in a Multicultural Society

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

First student led presentation

Defining community and assessing its needs and assets
Required readings
Reisch (pp. 273-311) Chapter 9 Defining community and assessing its needs and assets

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

Group discussion of community implementation project

WEEK 4:
9/19 Creating a diverse organizational culture
Required readings
Reisch (pp. 98-137) Chapter 4 Creating a diverse organizational culture

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

2nd Student led presentation

WEEK 5: The external environment of macro social work practice
9/26 Required readings
Reisch (pp. 138-167) Chapter 5 The external environment of macro social work practice

Topics:
Community building
Assumptions, perspectives, and patterns
Collaboration: purpose and spectrum
Coalitions and alternative to coalitions
Advocacy
Building and maintaining interracial and multicultural coalitions

3rd Student led presentation

WEEK 6: **Power and leadership**
10/3 Required readings
Reisch (pp. 168-202) Chapter 6 Power and leadership

Topics:
Leadership views
Problems and alternatives
Intersection of gender, culture, and leadership
Power, leadership, empowerment, and social action
Leadership development and skills

4th Student led presentation

WEEK 7: Working with diverse groups
10/10 Required readings
Reisch (pp. 203-227) Chapter 7 Working with diverse groups

Topics:
Meetings, governance, confidentiality, focus, decision making, key roles
Working with boards

5th and 6th Student led presentations

WEEK 8: Student led presentation and HOPE Clinic
10/17

WEEK 9: **Class and review**
10/24 *7th and 8th Student led presentations*

WEEK 10:
10/31 **First assessment**

WEEK 11: **Action Research and Macro Practice**
11/7 Required readings
Rubin & Rubin (2008) Ch. 9: Learning about personal, community and social needs through action research (pp.145-167) (posted on Blackboard)

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

9th and 10th Student led presentations

WEEK 12: **Identifying and resolving ethical dilemmas**
11/14 Required readings
Reisch (pp. 229-269) Chapter 8 Identifying and resolving ethical dilemmas

Topics:
Ethics, values, dilemmas, decisions, self-determination
Taking ethical action
Ethical dilemmas for the future
Planning and program development in diverse communities and organizations

11th and 12th Student led presentations

WEEK 13: **Planning and program development in diverse communities and organizations**
11/21 Required readings
Reisch (pp. 369-406) Chapter 11 Planning and program development in diverse communities and organizations

Topics:
Planning, program development
Logic Model
Funding
Marketing

Resource development
Budgeting
Measuring program outcomes
Monitoring

13th and 14th Student led presentations

**COMMUNITY INTERVENTION PROJECTS PAPER DUE on 11/20 AM.
ALL GROUP PRESENT ON 11/21**

WEEK 14: Using media as a tool for community organizing and social change
11/28 Required readings
Reisch (pp. 463-487) Chapter 13 Using media as a tool for community organizing and social change

Topics
Media advocacy
Vehicles for media advocacy
Debates
Message framing
Social movements
Evaluating media efforts

WEEK 15: **Reisch (pp. 547-554) Epilogue Personal side of macro social work practice**
12/5

Topics:
Balancing the personal and professional values
Being strategic about your career
Balancing life
Self-care

2ND Assessment

IMPORTANT: Healthy People 2020 Proposals Due 12/6

WEEK 16: **Healthy People 2020 (HP 2020) Innovation presentations**
12/12

[CLASS WILL START AT 2:00 PM TO ACCOMMODATE ALL PRESENTATIONS]

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

