A. Description of Course Content

Examines generalist community and administrative practice roles, the perspectives of strengths, empowerment, evidence-based practice, and global practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, it mainly focuses on competencies 7 & 9

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitate methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**C. Required Textbooks and Other Course Materials**


**D. Additional Recommended Textbooks and Other Course Materials**


**E. Descriptions of Major Assignments and Examinations**

- **Quizzes:** There will be 14 quizzes and 1 final quiz (weekly quizzes (14) worth 10 points each, final quiz worth 60 points) developed from weekly chapter readings. Addresses Competency 7.

- **Required Community Assessment Activities:** (8 activities: discussion activities will help you to write the Group Community Paper)
The following activities allow students to actively participate in the Community Assessment assignment. Each activity is designed to assist students in developing the Community Assessment. See details for each activity in Course Modules. Addresses Competencies 7 and 9.

Discussion 3, Activity III: **Exploring the Community Assessment Topic** - Students discuss consider their personal experiences & values regarding the chosen topic.

Discussion 5, Activity V: **Assess an Organization** - Students are provided with questions for exploring an actual human service organization in their chosen area.

Discussion 9, Activity IX: **Key Informant Interview**

Discussion 10, Activity X, **Asset Mapping**

Discussion 11, Activity XI: **Windshield Survey** - Students visit the chosen community on foot or in a vehicle and reflect on community assets and areas of need based on visual observations. Activity VII Discussion Topic Public Service Video. Students find and discuss a public service announcement with other course attendees.

Discussion 12, Activity XII: **Identifying Major Findings** - Students expand on developed knowledge from previous assignments and additional exploration including research, possible community meetings or interviews and begin to make some conclusions regarding their findings.

Discussion 13, Activity XIII: **Post a Public Service Video**

Discussion 14, Activity XIV: **Advocacy**. Using knowledge obtained in all of the previous assignments and additional research, students develop a suggested tool or method for advocating on behalf of an identified population.

**Community Assessment Assignment**: See online rubric (worth 200 points)

Addresses Competencies 7: Assess Individuals, Families, Groups, Organizations, and Communities & 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Goal of the Assessment is to thoroughly explore a primary topic and subtopic as it relates to a specific community location. (e.g., What is happening in Dallas with regard to Poverty?) Students may not rely on assumption or intuition only. A thorough research assessment using course materials and empirically based information is required.

As a macro or micro practitioner, a community assessment can help to better respond to the population’s needs and to contribute to one of our major ethical responsibilities, social change. In addition to the course materials, readings, lectures, quizzes, and discussion boards, the **Required Activities mentioned above are designed to guide the student through various components of topic exploration.**

Before beginning the assignment, students must have discuss with the instructor the chosen topics and if they are completing this assignment as an individual or in groups of no more than four.

The information researched on the topic will be analyzed and organized into either a professional presentation (Power Point, Prezi, Google Slides, etc.) or a written assignment in the form of a 12-16-page paper posted on USecure.

The Goal of the Assessment is to thoroughly explore a topic as it relates to a specific community location. For example: What is happening in Dallas with regard to Poverty? Students may not rely on assumption or intuition only. A thorough research assessment using course materials and empirically based information is required.
Choose a Primary Topic: Students will begin by choosing a primary Topic from the following list: Children & Families, Aging, Mental Health, Health, and Substance Use.

Typically a focus area will develop within that topic as students continue further research. Subtopics may emerge. Eventually, students may choose to narrow the main topic down to a subtopic: Domestic Violence, Child Abuse, Elder Abuse, Disease, Poverty, Human Trafficking, and Addiction. Students will discover additional information regarding the topics that may lead to expansion of the topic by the time the project has been completed. This type of informational research is a process throughout the semester.

Choose a Location: Students will then choose an area/location from the following list. This is where the students will focus when completing the Community Assessment Written Assignment. Dallas, Fort Worth, Arlington, Tarrant County, Dallas County, Any smaller areas such as "Stop 6", or "South Dallas", a small town, a city of your choice. It is best to designate your location prior to beginning the assessment.

Demonstrate the Findings: The information researched on the topic will be analyzed and organized into either a professional presentation (Power Point, Prezi, Google Slides, etc.) or a written assignment in the form of a 12-16-page paper posted on Unicheck. APA 7th edition is required. Papers use 12-point font & double spacing. The Cover page and the Reference page do not count in the total number of required pages. Use a minimum of six resources using journal articles and other professionally sourced material. Additional outside sources from the course text, materials, and the community is expected.

• Student Self-Assessment: (Worth 200 Points)

Students will review the following, using the rubric provided on line.

1. The Group Community Assessment Written Assignment: Students who complete the Community Assessment Written assignment, as a group, will review the group paper, each member independently. ALL students will complete a Student Assessment of the Written assignment as an individual, NOT as a Group. This assignment is completed prior to the Course Instructor's review and final grade.

EXTRA CREDIT: The instructor reserves the right to provide extra credit throughout the course. Students must complete all of the course assignments to receive extra credit.

• Group Community Assessment Paper Presentation: (Worth 100 Points)

Students will review the following, using the rubric provided on line.

1. The Group Community Assessment Paper Presentation: Students, as a group, will present their group paper in a presentation, using voice over powerpoint, or if preferred a video format. ALL students will complete the Group Community Assessment Paper Presentation as a Group. This assignment is completed after the Group Community Assessment Paper has been completed. Please note: this video should not be more than 30 minutes in duration and posted by one group member for the whole group.

EXTRA CREDIT: The instructor reserves the right to provide extra credit throughout the course. Students must complete all of the course assignments to receive extra credit.

• Grades

<table>
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<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td>Quizzes (10 points each, final 60 points)</td>
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<tr>
<td>Group Discussions with Required Activities I-XV (20 Points Each)</td>
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<tr>
<td>Individual Student Self-Assessment of Community Assessment Paper</td>
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F. Attendance

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

As the instructor of this section, it is expected that you attend/engage in each class as scheduled. Missed classes/online activities will adversely affect your grade. Additional requirements:

1. A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

1. Meaningful class participation is one of the requirements of the university. In this online course participation includes regularly accessing the course online meaningful contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.

2. Online activities may not be made up as the purpose of the activity is to focus student engagement with peers/professor in the virtual classroom.

I expect students to check Canvas and their MyMav e-mails daily for this on-line course.

G. Grading

<table>
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<th>Assignments</th>
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<td>Group Community Assessment Paper</td>
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<td>Group Community Assessment Paper Presentation</td>
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<td>Group Community Assessment Paper</td>
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EXTRA CREDIT: There are many extra credit opportunities in this class. The weekly quizzes, final quiz and group community paper and presentation will be areas where you will have an opportunity to engage in these activities. These points will be added to your grade in this class.
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

There are no make-up exams in this class. Late assignments must be approved, with good reason, in advance by instructor. E-mail for permission BEFORE the due date.

I. Course Schedule

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<tr>
<th>COURSE SCHEDULE SOCW 5306: MACRO PRACTICE</th>
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<tbody>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

**L. Grade Grievances**

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

**M. Institutional Policies**
UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.