



SYLLABUS: SOCIAL WORK PRACTICE III

SOWK 4610-001

Course Information

Course: Social Work Practice III, SOWK 4610-001

Semester: Spring 2026

Class Location: Chilton 255

Class Meeting Day(s) & Time(s): Wednesday, 2:00p – 4:50p

Instructor

Professor Name: Madalyn Worley, LMSW

Office Location: Social Work Department, Office

Office Hours: Online, via appt

Preferred Method of Contact: Email

Email: Madalyn.Worley@unt.edu

Response Time: Typically, within 24 hours

COURSE DESCRIPTION

Communities and organizations each perform unique functions as people struggle to find their niche within society and to develop a satisfying and meaningful life for themselves. The purpose of this course is to help establish a framework of theory and practice for understanding organizations and communities, and other social systems. Students will learn social work roles, assessment skills, and intervention strategies that will lead to effective organizational and community change, and community and personal empowerment, to help develop comfort as social work practitioners and change agents. Students will gain insight, knowledge, and skills in getting people involved in a change effort that will improve their lives and the quality of their communities and organizations, particularly vulnerable, oppressed, and at-risk populations.

Social work leadership knowledge and skills are developed through an understanding of organizational and community structure, human relations, power relationships, and cultures which promote positive change. Whether one is trying to work with a diverse cultural community, improve delivery of services to a chosen population, coping with an organization in

change, or promoting neighborhood involvement, a solid framework for action is needed which clearly identifies the necessary components, strategies and resources needed for success. The interdependence of policy, research, and macro practice will be explored, using the strengths perspective as a framework for exploring the dynamic interrelationship of theory and practice.

This course, which is experiential in design, seeks to expand one's repertoire of knowledge, ethical decision-making and critical thinking skills by presenting theoretical frameworks, intervention methods, and skills for practice in diverse community settings with people of different ages. It will increase one's sensitivity to working with oppressed populations and confidence in the professional use of self in community and organizational practice. The course content and assignments are intended to build on practical and theoretical material by providing a safe and comfortable environment to develop and present creative solutions to actual problems and challenges faced by macro system social work practitioners. Students will embrace the challenge of taking responsibility for their education and their learning process in class, within the framework of the course objectives.

COURSE MATERIALS

There is no required book for this course, as we will be using a combination of learning materials to aid our Practice 3 learning. You will be required to ensure that you read and engage with all of the identified required materials located in Canvas. There is a textbook that will be used as supplemental reading (*see supplemental resources*)

Supplementary Resources

American Psychological Association (2020). Publication manual of the American Psychological Association, 7th ed. Washington, DC: Author.

Kirst-Ashman, K., & Hull, G. (2017). Generalist Practice with Communities and Organizations Seventh Edition. Stamford, CT: Cengage.

TEACHING PHILOSOPHY & METHODOLOGY

I believe students learn best when education is **relational, applied, and reflective**. My teaching centers on the idea that learning, particularly in social work, must feel **accessible and relevant**, not abstract or overwhelming. I strive to create a classroom where students are encouraged to think critically about systems and power while also developing confidence in their ability to participate in change.

A central goal of my teaching is to help students understand that macro social work is not separate from micro practice, but deeply connected to it. I intentionally design assignments that highlight how core micro skills, such as engagement, communication, ethical reasoning,

and relationship-building, are essential in organizational and community-level work. By reframing macro practice as relational and skill-based, I aim to reduce students' anxiety and resistance toward macro content.

I view my role as a **facilitator and guide**, rather than the sole authority in the classroom. I model curiosity, reflexivity, and transparency, and I invite students into shared inquiry. I aim to normalize uncertainty and emphasize that learning to work at the macro level is an ongoing process.

COURSE REQUIREMENTS

Assignments (*Professional Writing, APA Format*)

Assignment 1: Macro in My Life Reflection (Individual) Due January 25th at 11:59 pm

Students will reflect on how macro-level systems (e.g., education, employment, housing, healthcare) shape their own experiences or observations. This assignment introduces systems thinking and helps students begin connecting personal experiences to broader social structures.

C 1

Assignment 2: Organization Snapshot (Individual) Due February 8th at 11:59 pm

Students will conduct a brief exploratory analysis of an organization of their choice, focusing on mission, services, funding context, and environmental pressures. This assignment builds foundational skills in organizational assessment and research-informed practice.

C 4

Assignment 3: Mini Asset Map (Group) Due March 8th at 11:59 pm

Working in small groups, students will create a strengths-based asset map of a community or issue area. The assignment emphasizes identifying existing resources, relationships, and capacities while recognizing gaps and inequities.

C 7

Assignment 4: Community Voice Reflection (Individual) Due March 15th at 11:59 pm

Students will engage with a community perspective through a short interview, media source, or recorded narrative related to their issue area. The reflection centers lived experience and highlights the importance of listening and engagement in macro practice.

C 2,6

Assignment 5: Needs & Power Snapshot (Group) Due March 22nd at 11:59 pm

Groups will analyze a key community or organizational need while examining how power, decision-making, and access influence outcomes. This assignment emphasizes social justice,

ethical considerations, and systems-level analysis.

C 3,5

Assignment 6: My Change Agent Role (Individual) Due April 5th at 11:59 pm

Students will explore their potential role as a macro social worker by identifying a specific change-agent role (e.g., advocate, organizer, administrator). The assignment focuses on professional identity development and the application of micro skills in macro contexts.

C 1,9

Assignment 7: Planned Change Pitch (Group) Due April 19th at 11:59 pm

Groups will develop and present a brief, realistic planned change proposal addressing an identified issue. This assignment emphasizes collaboration, application of theory, and the development of feasible macro-level interventions.

C 3,4,5,8,9

Assignment 8: Macro Revisited Reflection (Individual) Due May 6th at 11:59 pm

Students will reflect on their learning throughout the course, including changes in their understanding of macro practice and their role as future social workers. The assignment emphasizes integration of course concepts and professional growth.

C 1,2

Participation, Engagement & Attendance

Absences may be excused only with documentation in accordance with UNT attendance policy 15.2.5 and regular attendance on in-person days is expected. University sanctioned excused absences may be requested with satisfactory evidence provided (i.e., military service, religious holy day, university function). Consistent with professional expectations in social work practice, students who anticipate an absence should notify the instructor via email in advance whenever possible. Absences that fall under the UNT Excused Absence Policy may be eligible for limited make-up opportunities related to participation, to be discussed at the instructor's discretion.

Regular attendance and active participation are essential to the learning process in this course and to the development of professional social work competencies as outlined by the Council on Social Work Education (CSWE). The insight and experiences of every student provide unique contributions to the learning environment. Participation points are part of your overall course grade and are earned through consistent attendance, meaningful engagement in class discussions, completion of in-class activities, and active involvement in experiential learning opportunities. Attendance will be taken at every class session.

Simply being present does not guarantee full participation of credit. Failure to attend class or to

engage meaningfully will result in a reduction of participation points and may negatively impact your overall course grade.

At the same time, this course recognizes that students may experience personal, health, or life circumstances that affect attendance. In keeping with trauma-informed practice and professional social work values, students are encouraged to communicate with me as early as possible if challenges arise.

C 1,2,3,5

GRADING AND COURSE POLICIES

Grading Philosophy & Policy

All grades will be posted on UNT Canvas no more than two weeks after turning the assignment into the professor. If it takes longer, students will be notified via Canvas Announcements.

Grading will utilize the UNT's [Academic Integrity Policy \(PDF\)](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>)

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system at UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Your feedback is important to me, as I work to continually improve my teaching. The SPOT survey will be made available to you at the end of the semester.

Late Work

Students are expected to turn in all assignments on time. If the assignment is late at all, 5 points will automatically be deducted from your grade. Late assignments will have 5 points deducted every day past the deadline. Students should communicate with me before the due date if you have an issue with completing the assignment on time. I will be happy to work with you if you communicate with me prior to the deadline.

Artificial Intelligence (AI) Ethical Considerations and Consequences for Misuse

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like [ChatGPT, Gemini, etc.] is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework (without proper acknowledgement or permission) will be considered a violation of academic integrity, as it prevents the

development of your own skills, and will be addressed according to the Student Academic Integrity policy.

Additionally, tools like Grammarly, Paperpal, and Jenni AI, etc are not allowed as they blur authorship and misrepresent your independent work. All work must be your own.

Academic Integrity

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students. Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

1. *Admonition.* The student may be issued a verbal or written warning.
2. *Assignment of Educational Coursework.* The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment.* The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure.* The instructor may assign a failing grade for the course.

Final Grade

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

Grade Breakdown by Assignment:

Point Values	Graded Materials
Participation:	
100 points	Participation <ul style="list-style-type: none"> - Active in class (synchronous and asynchronous) engagement - Engagement in group assignments and discussions (synchronous and asynchronous) - Attendance
Assignments:	
75 points	Macro in My Life Reflection
100 points	Organization Snapshot
150 points	Community & Assets (Mini Asset Map) (Group Project)
100 points	Community Voice Reflection
150 points	Needs & Power Snapshot (Group Project)
100 points	My Change Agent Role
150 points	Planned Change Pitch (Group Project)
75 points	Macro Revisited Reflection
Total Points: 1000	

COURSE POLICIES

Classroom Norms & Netiquette

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

Please take a moment and read some basic information about netiquette (<http://www.albion.com/netiquette/>). Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity.

In this course, we will discuss various perspectives on a variety of social issues. Certainly, there will be disagreements. On the first day of class, we will collectively develop and agree on a set of guidelines for class discussions that we will come back to throughout the semester so that we may have safe and constructive conversations around difficult topics.

COMMUNICATION EXPECTATIONS

The primary tool the instructor or teaching assistants will use to communicate with students is the 'inbox' available in the Canvas learning management system. Canvas will be used to address personal concerns or questions and may also be used to contact other students in this course. Students are responsible for ensuring that they receive notifications in Canvas regarding course information in a timely manner. The default is the students' UNT email account. Students may choose to add additional email addresses or change their default email to receive notifications of course information (see Canvas Guide). Students also have the option of using direct emails.

Contact the Instructor regarding your personal concerns or course related issues. The Instructor will try to respond to your emails in a reasonable timeframe (typically within three business days if possible). The methods used to provide you with feedback include emails, assignment feedback, and grades. We are typically not available on weekends/holidays. Feel free to reach out as needed.

Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out [mental health services](https://clear.unt.edu/student-support-services-policies) (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

ACADEMIC SUPPORT & STUDENT SERVICES

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

The Suicide and Crisis Lifeline: 988

The Lifeline offers free services 24/7. Call or Text 988

Chat 988lifeline.org

TTY users, use your preferred relay service or dial 711 or 988

Crisis Text Line: 741-741

The text line offers free services 24/7. Text Help to 741-741

Trevor Project: Call 866-488-7386 or text 678-678

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar \(https://registrar.unt.edu/registration\)](https://registrar.unt.edu/registration)
- [Financial Aid \(https://financialaid.unt.edu/\)](https://financialaid.unt.edu/)
- [Student Legal Services \(https://studentaffairs.unt.edu/student-legal-services\)](https://studentaffairs.unt.edu/student-legal-services)
- [Career Center \(https://studentaffairs.unt.edu/career-center\)](https://studentaffairs.unt.edu/career-center)
- [Counseling and Testing Services \(https://studentaffairs.unt.edu/counseling-and-testing-services\)](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Food Pantry \(https://deanofstudents.unt.edu/resources/food-pantry\)](https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [Academic Resource Center \(https://clear.unt.edu/canvas/student-resources\)](https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center \(https://success.unt.edu/asc\)](https://success.unt.edu/asc)
- [UNT Libraries \(https://library.unt.edu/\)](https://library.unt.edu/)
- [Writing Lab \(http://writingcenter.unt.edu/\)](http://writingcenter.unt.edu/)

Disability Accommodations

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first

register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in 1800 Chestnut St. Suite 102 & 115 or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at [940.565.4323](tel:940.565.4323) or email disability@unt.edu. Specific information on UNT's policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT's ODA.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus.

The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via video conference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

TECHNICAL REQUIREMENTS & SKILLS

Minimum Technology Requirements

The following is a list of the minimum technology requirements for students enrolled in this course, such as:

- Computer skills
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements \(https://clear.unt.edu/supported-technologies/canvas/requirements\)](https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

The minimum, course-specific technical skills needed for learners in this course are:

- Using Canvas
- Create documents/presentations, download/upload files, send emails, and use attachments

TECHNICAL ASSISTANCE

Part of working in the online environment involves dealing with the inconveniences and frustrations that can arise when technology breaks down or does not perform as expected. Here at UNT, we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight

- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Technical Difficulties: The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. Always keep a copy of your work before submitting it in case glitches or errors occur.

Instructor Responsibilities and Feedback: My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content. You may typically expect responses regarding your emails within two business days. Feedback and grades on assignments may take up to two weeks.

Safe Environment Policy: Due to the sensitive nature of our course content, you may experience a range of raw reactions, opinions or emotions; making the concept of safety very important. Some of you may have had experiences with the topics we address or have severe reactions to this study. We must be cognizant of this as we address these many compelling issues. Regardless, it is essential that all students make every effort to take care of yourself and immediately seek out resources and support upon signs of distress as needed! Keep in mind there are resources on and off campus for students who have faced interpersonal violence or other types of trauma.

COURSE SCHEDULE

This calendar represents current course plans. Plans may need to change to enhance the learning opportunities.

Dates	Topic	Assigned Content	Due
Week 1: Jan 14	Course Overview and Introduction into Macro Social Work	Syllabus & NASW Code of Ethics	
Week 2: Jan 21	<i>Macro Isn't Scary</i> (Foundations & Identity)	Read: Why macro practice matters Revisiting the relationship between micro and macro social work practice Exploring the history of social work as a human rights profession What is Macro Social Work	Assignment: Macro in My Life Reflection Due January 25 th at 11:59
Week 3: Jan 28	<i>Field Orientation Day</i>	Guest Speaker: Professor Middleton	
Week 4: Feb 4	Systems, Power, and Context: Organizations as Systems	Read: Chapter 4: Frumkin, Peter. On Being Nonprofit: A Conceptual and Policy Primer Why You Need Systems Thinking Now Why Mission Matters Systems Change: Making the Aspirational Actionable Watch: Morgan Gareth's 8 Organizational Metaphors Review: Community Tool Box: Understanding Community Systems	Assignment: Organization Snapshot Due Feb 8 th at 11:59
Week 5: Feb 11	Guest Speaker: Kendria Taylor, President and Principal Consultant for TG8Solutions	Video: Tuckman's Team Model	

Dates	Topic	Assigned Content	Due
		<p>Read: Exploring the relationships between team leader's conflict management styles and team passion: From the emotional perspective</p> <p>Read: The Role of Emotional Intelligence and Conflict Management in Job Satisfaction and Teamwork: A Systematic Review</p> <p>Read: Group Dynamics</p> <p>OR Read: Group Dynamics</p>	
Week 6: Feb 18	Accountability, Ethics, and Tension	<p>Read:</p> <p>Accountability Myopia: Losing Sight of Organizational Learning.</p> <p>Gaventa. J. Finding the Spaces for Change</p> <p>Wang. Organizational Commitment in the Nonprofit Sector and the Underlying Impact of Stakeholders and Organizational Support</p> <p>Start Reading: Reamer, F. G. (2024). Social work values and ethics (Sixth edition). Columbia University Press. https://doi.org/10.7312/ream21442</p> <ul style="list-style-type: none"> • Chapter 5 	Group Assignment: Community & Assets (Mini Asset Map) Due March 8 at 11:59pm

Dates	Topic	Assigned Content	Due
Week 7: Feb 25	Communities as Systems	<p>Read: Fostering eABCD: Asset-Based Community Development in Digital Service-Learning</p> <p>Video: Angela Blanchard: You can't build on broken</p> <p>Read: What is Asset Mapping?</p> <p>Read: Community Toolbox, Chapter 3</p> <p>Section 2 Section 8</p>	
Week 8: March 4	Asset Mapping in Practice	<p>Read: Developing strategies for child maltreatment prevention A guide to community needs assessments</p> <p>Read: Convergence of community social work practice, collective impact, and design thinking: What, why, and how?</p> <p>Read: Community Toolbox, Chapter 3</p>	<p>Assignment: Community Voice Reflection Due March 15th at 11:59pm</p>

Dates	Topic	Assigned Content	Due
		Section 16 Section 21	
Week 9: March 11	Spring Break (PAY ATTENTION TO DUE DATES)		
Week 10: March 18	Centering Community Voice	<p>Read: Using Participatory Action Research to build Healthy Communities Short Read: Abandoned by everyone else, 'neighbors are banding together during the pandemic</p> <p>Short Read: How Organizers went Big in 2020</p> <p>Listen/Watch: 'We Aren't Who We Think We Are' Code Switch Podcast</p> <p>Your Choice!</p> <p>Pick 1-2 of these short stories (You DO NOT have to watch all of them unless you want to)</p> <p><i>PBS "Homegrown: A Part Of/Apart From" Shorts Series</i></p> <p>Escambron, Playa</p> <p>Dear Aloha</p> <p><i>PBS Short Film/POV Shorts</i></p> <p>Jardines</p> <p>All Riders</p>	
Week 11: March 25	Needs, Power & Ethics	<p>Video: How to understand power - Eric Liu (TED-Ed)</p> <p>Finish Reading: Reamer, F. G. (2024). Social work values and ethics (Sixth edition). Columbia University Press. https://doi.org/10.7312/ream21442</p> <ul style="list-style-type: none"> • Chapter 5 <p>YOUR CHOICE! Read one of the following Scholarly Sources:</p>	<p>Group Assignment: Needs & Power Snapshot Due March 29nd at 11:59pm</p>

Dates	Topic	Assigned Content	Due
		<p>Read: The Significance of Status: What It Is and How It Shapes Inequality</p> <p>Read: The Digital Activism Gap: How Class and Costs Shape Online Collective Action</p> <p>YOUR CHOICE! Read 1-2 of the short non-scholarly sources:</p> <ul style="list-style-type: none"> • Grassroots Power – How Local Movements Are Driving National Change • How Grassroots Movements Influence Local Decisions • From the Ground Up: The Power of Grassroots Movements in Policy Change in 2025 • We Must Choose Revolution Over Privilege and Complacency – Here’s How I’m Doing It • When Privilege Goes Pop: How Today’s Mainstream Conversations On Privilege Can Hurt Justice Movements 	
<p>Week 12: April 1</p>	<p>Planned Change Models</p>	<p>Read: Planning theory- and evidence-based behavior change interventions: a conceptual review of the intervention mapping protocol</p> <p>Read: Approaches to Working With Communities</p> <p>Short Read: Rothman's Three Models of Community Organizing</p> <p>Read: The Community Toolbox Chapter 2</p> <ul style="list-style-type: none"> • Section 1 • Section 17 	<p>Assignment: My Change Agent Role Due April 5th at 11:59pm</p>

Dates	Topic	Assigned Content	Due
Week 13: April 8	Micro Skills in Macro Practice	Read: Revisiting the Relationship Between Micro and Macro Social Work Practice Read the Community Toolkit Chapter 13 Section 2 Section 6 Watch: Brené Brown on courageous leadership ReThinking with Adam Grant	
Week 14: April 15	Evaluating Change	Read: CDC Program Evaluation Read: Patton, M. (2018). The niche of evaluation facilitation. In The Niche of Evaluation Facilitation (pp. 5-26). SAGE Publications, Inc, https://doi.org/10.4135/9781506347592.n1 <ul style="list-style-type: none"> • Chapter 1 Read: The Community Toolbox, Chapter 38 Section 1 Section 2 Section 9	Assignment: Planned Change Pitch (Group Project) Due April 19 th at 11:59pm
Week 15: April 22	Planned Change Pitches	No Readings – Practice your Pitches with your group	
Week 16: April 29	Finish Planned Change Pitches & Becoming a Macro Social Worker	No Readings – Practice your Pitches with your group	Assignment: Macro Revisited Reflection Due May 6 th by 11:59pm