Advanced Generalist Macro Social Work Practice is a two semester, second year course that builds on the knowledge, values and skills that you as Masters level students gained in your first year foundation courses. The fundamental purpose of this course is tri-fold:

1. To advance your level of sophistication and depth of understanding, skill-base and commitment in conceptualizing and engaging in social work practice to envision and foster social change towards more equal, responsive and more socially just social relations, organizational forms, social structures and society;

2. To prepare you to incorporate social work principles, practice wisdom, critical reflection and evidence-based learning into your professional development and leadership; and

3. To recognize that social work’s broad purpose of promoting human rights and social justice and challenging oppression and inequality through the transformation of organizations, communities and institutions requires weaving together micro and macro level knowledge and skills, all of which must be grounded in relationship and trust-building.

HWC 516
Advanced Social Work Macro Practice I
Course Overview

The first semester of Social Work Macro Practice builds and expands on your understanding of the nature, range and potential of Macro practice, its history in social work and social change and its relationship to micro and mezzo level practice. During your first year, you have developed a deepened understanding of the role and dynamics of oppression and inequality as underlying much of the problems experienced in this society. In HWC 516 and HWC 518, we continue this focus, developing a critical theoretical approach to human rights, social justice, social change, cultural diversity and health through organizational, community and political practice. However, we begin this two semester sequence by recognizing and exploring the ways we, as social workers, must seek to develop and foster the process of envisioning the world as we believe it should be, based on the values to which our profession is dedicated. Throughout the semester, we will explore the knowledge, values and skills necessary to work collaboratively to engage in social work practice that is transformative of social relations and structures at all levels and in all areas of social work practice grounded in the dignity and worth of all individuals.
We will be using case examples from your experience in field to strengthen and enhance your skills in problem and asset definition, while challenging you to clarify and reflect critically on social work ethics and values in macro practice. This focus sets the stage for an in depth examination of diversity, its importance, role and applications in work with organizations and communities. We will explore new learning about stereotypes, prejudice seeking also to assist you to integrate multicultural knowledge, understanding and competence in order to address the critical nature of honoring and incorporating diversity in practice.

We will explore theories of leadership with a particular emphasis on transformative and “servant leadership.” Class readings, exercises and discussions will challenge you to grapple with incorporating these leadership principles into your own leadership styles. We will critically analyze traditional notions of power and zero-sum notions of competition and contest.

Having developed a critique of traditional models of power and status, we explore the implications of organizational theories in the furtherance of equality and social work values. Included in this critical examination are classical organization, systems, ecological, intersectionality and feminist theories. We will pay particular attention to theories and practice of organizational development, evaluation and change, communication theory, decision-making theories, organizational group process, coalition building and conflict. We focus on the role of political context and the development of skills of political power analysis and influence. Throughout discussion of organization and political structure, we will work together to consider alternative conceptualizations of “power with” or supporting the power of others in contrast with more hierarchical notions of achieving “power over”.

Throughout this semester and the next, we will challenge ourselves to continually reflect critically about how the knowledge and skills we learn and build actually moves us in the direction of not ameliorating the problems but also moves us toward the creation of our positive vision for how humans can live lives characterized by equality and human dignity.

This two semester course has three sets of objectives:

By the end of this course, students will be able to demonstrate

Knowledge of:
* Selected theories of community and community practice
* Theories of planning, program development and evaluation
* Theories of formal organization
* Both traditional and progressive models of leadership and management
* Theories of inter-organizational relationships and coalition building
* How critical theory under girds Macro social work practice

Skills including:
* The process of envisioning the possibilities for transforming social relations and social structures
* Analyzing and recognizing the “personal is political” i.e. the macro in the micro;
* Collaborative assessment and analysis of formal (agency) and informal (community) organizations;
* Identifying appropriate strategies and tactics in a variety of macro settings;
* Developing specific skill sets in:
  - Community development and social planning;
  - Social action;
  - Program planning, development, and evaluation;
  - Administration and management;
* Building expertise in working with diverse groups and communities, and in building coalitions among diverse groups;

Values -
* Understanding how social work values and ethics under gird all areas of social work macro practice;
* Valuing diversity in administration, planning and organizing with special attention to people of color, women, differently-abled people, lesbian, gay, bisexual and transgendered people and, people whose age or religious or spiritual beliefs differ;
* Demonstrating appreciation for the importance of supporting the empowerment of clients, volunteers, members of communities and organizational staff members;
* Appreciation of the power and importance of process as well as product in challenging and transforming internalized and objective forms of oppression.

CRITICAL THINKING

In an influential study on critical thinking and education in 1941, Edward Glaser defines critical thinking as follows “The ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences; (2) knowledge of the methods of logical inquiry and reasoning; and (3) some skill in applying those methods.

Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. It also generally requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life. (Edward M. Glaser, An Experiment in the Development of Critical Thinking, Teacher’s College, Columbia University, 1941).

To this, we add the importance of reflecting critically about the social, political, economic, historical and cultural context within which “knowledge” and “facts” have been conceived and in whose interest they are constructed.

Required Texts:

Course Expectations:

1. Participation and attendance in ALL sessions.
   a. We perceive social work education to be a fundamentally collaborative process (consistent with social work practice.) Thus, each of you is responsible to engage fully with the course material and with one another, bringing the richness of your thoughtful preparation, insights, experience, seriousness of purpose and sense of humor to each class session.
   b. The School of Social Welfare has a policy that any student who misses more than three classes cannot receive credit for a course for the semester regardless of the reasons for missing the classes. If you do miss a class and would like to make it up, please see the instructor for possible attendance at other sections that may be covering the content that was missed.

2. COMPLETION OF ASSIGNED READINGS BEFORE THE SESSION IN WHICH THEY ARE TO BE DISCUSSED.

   Most of the readings come from the texts: 1) using the library electronic database in parenthesis after the article 2) using Blackboard, 3) accessing websites by clicking on the link in your downloaded syllabus or blocking and copying it into the URL address line in your web browser. The articles in Blackboard are saved in Word or PDF format. If it is in a PDF, you have to have Adobe Acrobat on your computer. If you do not have Acrobat on your computer, you can download a free version from the following website: http://get.adobe.com/reader/

3. Satisfactory completion of course assignments. All assignments must be completed to receive a passing grade for the course.

4. If you are unable to meet any of these expectations, please contact me beforehand.

Assignments:

There are two exams: an in-class midterm, and an in-class final.

Both the midterm and final will include 2 sections. The 1st is made up of fixed-response (e.g., multiple choice, true/false) and open-ended questions. In the 2nd part, you will be asked to write an essay in which you will integrate the learning that you’ve had during the first half of the semester in relation to creating and moving towards the vision of the world as it would be if a given social problem were resolved.

These exams will be open-notebook.

Your exams must be completed at the scheduled time. If you have a time conflict, you must contact the instructor to make other arrangements before the scheduled date for completion of the assignment.
Grading Criteria:

Each exam is worth 40% of the final grade. **Class participation and attendance is worth 20% of the final grade.** Points may be deducted if a student is chronically late to class.

Grading is based on the following scale:

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Also, please be considerate of fellow classmates and me by **turning off your phones/beepers** while in the classroom. If it is imperative that you remain available by phone/cell, then please turn it to vibrate.

Disabilities

If a student has a condition, such as a physical, mental, or learning disability that may impact your ability to carry out the work as outlined, or which will require extra time for completion of assignments, please notify the instructor, preferably in the first two weeks of the course. You must be registered with the Office of Disability Support Services (ODSS), and also alert the School of Social Welfare ADA Liaison. The ODSS will verify your disability. The documentation that you provide to the ODSS is confidential. The ODSS will review your concerns and determine with you what accommodations are necessary and appropriate. The ODSS will then advise the School’s ADA Coordinator on reasonable accommodations. The Coordinator will notify your Faculty Advisor who will discuss reasonable accommodations with your instructor.

Academic Integrity

Each student must pursue her or his academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (Schools of Social Welfare, Health Technology & Management, Nursing and Dental Medicine) and the School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at [http://www.stonybrook.edu/uaa/academicjudiciary/](http://www.stonybrook.edu/uaa/academicjudiciary/)

Critical Incident Management

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students’ ability to learn.
**Contacting the Professor:**

I make every effort to be available to students. Feel free to contact me through email or by phone. If you require a face-to-face meeting, we can meet during my regularly scheduled office hours; if these times are not convenient, you can schedule an appointment with me to meet at another time.

### Course Outline

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<th>Week</th>
<th>Topic</th>
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<tr>
<td><strong>WEEK 1: 8/3</strong></td>
<td><strong>Course Introduction and Overview: Building a Learning Community</strong></td>
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(Rubin & Rubin, 2008): Chapter 1: Organizing and Development for Progressive Social Change  
(Rubin & Rubin, 2008): Chapter 2: A World of Action: A World of Hope |
Hardina, D. etal.,( 2007) Chapter 3: Values and Ethics for Management Practice  
| **WEEK 4 9/20** | **Power, Empowerment & Change** | **(Rubin & Rubin, 2008): Chapter 4: Empowering Individuals**  
(Rubin & Rubin, 2008): Chapter 5: Building Community to Create Capacity for Change  
(Hardina etal., 2007): Chapter 1: Introduction |
Rao, & Kelleher (2000). Leadership for social transformation: Some ideas and questions on institutions and feminist leadership. Gender and Development, 8(3), 74-79. (ON BLACKBOARD)  
Leadership Viewing Assignment: Short Videos re Leadership (ON BLACKBOARD) |

**Additional Readings:**
Leadership styles and leadership change in human and community service organizations. *Nonprofit Management & Leadership*. 17(2) 179–194. (ON BLACKBOARD)

**WEEK 6**
**Diversity in organizational and community practice**

**Required Readings:**

**NASW (2007)** Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice  

(Hardina et al., 2007) Chapter 7: The Culturally Competent Organization  

**Additional Readings:**


**WEEK 7**
**Group Work in Macro Practice**

**Required Readings:**

(Hardina et al., 2007) Chapter 10: Team Building and Collaboration  
Hardwick, M.W. (N.D.) Group dynamics and the art of facilitation. (ON BLACKBOARD)  

**WEEK 8**
**Decision Making in Macro Practice**

**Required Readings:**

Center for Teaching Excellence University of Waterloo (ND) **Group Decision Making**  
[http://cte.uwaterloo.ca/teaching_resources/tips/group_decision_making.html](http://cte.uwaterloo.ca/teaching_resources/tips/group_decision_making.html)  

**WEEK 9**
**Macro Midterm & Conflict Resolution & Consensus Making**

**Required Readings:**

Edmonds Community College Counseling Center (N.D.). Conflict Resolution Skills: Managing and Resolving Conflict in a Positive Way. 1-6. (ON BLACKBOARD)

WEEK 10 Advocacy
11/1 Required Readings:
(Hardina et al., 2007) Chapter 11 Advocacy for improvement in services and policies
Additional Readings:
Breitrose, P. (2011) Principles of Advocacy, Community Tool Box
http://ctb.ku.edu/en/tablecontents/chapter_1030.aspx

WEEK 11 Theories, Values & Structure of Organizational Management
11/8 Required Readings:
(Hardina et al., 2007) Chapters 3 Values & Ethics for Management Practice
(Hardina et al., 2007) Chapters 5 Creating Decision-Making Partnerships with Staff & Clientele: The Role of Boards and Committees
http://ctb.ku.edu/en/tablecontents/sub_section_main_1092.aspx

WEEK 12 Organizational Culture

11/22/11 THANKSGIVING – NO CLASS

WEEK 13 Organizational Change – Assessment
11/29 Required Readings:
http://nonprofitchas.com/2008/12/21/strategic-planning-swot-analysis-toolkit/
http://www.cnmsocal.org/resources/articles/organizational-self-assessment.html
WEEK 14  Organizational Change - Intervention
12/6  Required Readings:

WEEK 15  Final Exam
12/13  In-Class Discussion, Course feedback and evaluation

Supplemental Bibliography:


