**SW 3500- Social Welfare Policy History, Development, and Analysis**

This course examines the history of American social welfare policy. In addition, the guiding missions and philosophies used in the development, implementation and evaluation of past, present and future polices effecting social service delivery mechanisms will be discussed. This course examines social welfare policies across political spectrums and debates the capacities of those policies to deliver services through the lens of micro and macro perspectives.

**Course goals**
- Students will appreciate the role of policy in their personal and professional lives.
- Students will learn how to critically research policy on a micro, mezzo, and macro level.
- Students will recognize critical flaws in social policy and take actions against them.
- Students will learn and apply the basic skills of policy advocacy at the micro, mezzo, and macro levels.

**Course learning objectives**
- Accurately describe how policy influences the way social workers deliver service and engage in policy practice.
- Critically analyze major policy issues going on in the United States currently.
- Publicly articulate one’s personal values to make a difference in society and elaborate on the complexities of what it takes to do so.
- Identify 8 policy sectors that deliver services, resources, benefits and opportunities to people in the United States.
- Accurately discuss the historical development of social welfare policy and trace the legislative histories.
- Create and present on a policy engaged activity designed to influence the direction of a potential or actual policy.
- Accurately draw conclusions about when to initiate policy advocacy using ethical first-order principles, evidence based information, and pragmatic considerations.
- Effectively identify the purpose and usefulness of policy practice with other kinds of intervention strategies social workers use.
- Accurately describe several processes of political action.

**Context for Use**

**Type and level of course**
This is a mid-level, major course. It frequently has 30+ students every semester

**Skills and concepts students should have mastered**
Students should have conceptual definitions of social welfare policy, the 8 policy sectors social workers work in, and the 7 core problems that cut across all the policy sectors. Students should also be familiar with ethics first decision making around policy advocacy process. They should also have a basic mastery of required policy advocacy skills such as negotiation, assertiveness, persuasion, and recruitment in both written and oral formats.

**Application**
Once students have mastered the previously mentioned skills, they are expected to use those skills to create a policy brief on a topic of their choosing (as long as it falls in the 8 sectors of social work policy). The policy brief should discuss the history of the policy being discussed, the problem it is trying to solve, as well as previous attempts to solve the issue. From there, a particular policy is analyzed in terms of its potential for positive impact on society and given a recommendation to either push for, fight against, or modify the policy in question. Once the analysis is done, students are expected to spread the word about the policy and recommendations through a variety of methods including volunteering with political action groups, testifying in congress, working directly with a legislative representative, or hosting parties to call representatives to make their recommendations heard.

**Syllabus**
See below
Teaching Notes and Tips
This course is based primarily on Jansson’s 2016 book Social Welfare Policy and Advocacy. The book provides a nice framework for understanding policies and advocacy opportunities. To make the course really stand out and work, students are also required to attend at least one civic meeting such as a city, county, legislative, or school board meeting so they can get a feel for what political work looks like and to empower them to have their voices heard publicly. While the assignments that are typically provided are helpful, seeing policy work in action is what pushes them to believe they can actually make a difference.

Assessment
The students are provided with a rubric that is used to evaluate their work. The rubric aligns with activity learning goals. See appendix for Rubrics.

SW 3930- Practice III: Macro Practice
Social Work Practice III is a three-credit hour generalist course designed to direct students toward understanding and demonstrating the principles, concepts, and techniques of planned change in macro settings including institutions, organizations, and communities. This course also considers the role of social policy and its effect on social work practice and social and economic justice.

Course Objectives
At the conclusion of this course, students will be able to:
1. Organize and implement a macro level assessment, treatment plan, and intervention.
2. Articulate systemic causes for social issues using knowledge from a macro social work perspective.
3. Articulate one’s ability to recruit others to effect change and use effective communication skills to increase civic awareness of a problem.
4. Articulate one’s personal values to make a difference in society and elaborate on the complexities of what it takes to do so.
5. Articulate a clear plan for future community engagement and demonstrate a commitment to service that is derived from personal experience and a desire to continue
6. Appraise social work values and dilemmas as they relate to interventions at the organizational, community, and societal levels.
7. Demonstrate key attributes and skills for successful social work practice in an organizational environment.
8. Evaluate models for assessing the effectiveness of practice within an organization or community.
9. Codify the obligations for and measures of accountability that an organization and its staff members have to clients, trustees, donors, regulatory bodies, and other organizations.
10. Internalize commitment to empowering oppressed groups and eradication of oppressive situations and practices within organizations, communities, and society.
11. Critically assess the strengths and weaknesses of various approaches to community and organizational interventions.
12. Demonstrate skill in personal care, documentation, and self-reflection in a macro work context.

Context for Use
Type and level of course
This is a senior level, major course. It usually has between 20-30 students every semester

Skills and concepts students should have mastered
By the time students begin this course, they should have a strong understanding of how to work with individuals, maintain effective interpersonal communication, understand the basics of social work research, policy work, diversity, and theory, and have a strong ability to use ethical reasoning. During the course the students learn how to engage in social conflict, how to manage teams, how to lead groups, organize projects, assess organizations, and recruit people for causes.
**Application**
Once the students learn the basic skills, they are expected to create a community or organizational assessment, treatment plan, and then follow through with it. Projects end up applying a variety of skills that sometimes include grant writing, organizing fundraisers, starting new organizations, and offer organizational consultation. See Exemplarily Project Description.

**Syllabus**
See attached

**Teaching Notes and Tips**
On top of the excellent book by *Kirst-Ashman and Hull (2018)*, this class also requires students to read *Saul Alinsky’s (1971) book Rules for Radicals*. The book often provides an excellent challenge for the students in many ways. The strategies listed are creative and thought provoking. The methods stretch students’ capabilities of thinking what is possible. The rules discussed in the book also provide plenty of opportunity for critical and ethical thought exercises. Best of all, it encourages students to organize projects around realistic outcomes.

**Assessment**
The students are provided with a rubric that is used to evaluate their work. The rubric aligns with activity learning goals. See appendix for Rubrics.
### Civic Engagement Rubric (SW Policy)

<table>
<thead>
<tr>
<th>Appropriate Civic Event</th>
<th>20.0 to &gt;16.0 pts</th>
<th>16.0 to &gt;12.0 pts</th>
<th>12.0 to &gt;8.0 pts</th>
<th>8.0 to &gt;4.0 pts</th>
<th>4.0 to &gt;0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Attended a legislative session where policy creation was documented or interviewed a key politician on a major piece of policy</td>
<td>Attended a meeting where policies were discussed, interviewed a policy maker about no policy in particular</td>
<td>Attended a civic event, but no policy was discussed. Talked to someone who has worked in policy, but doesn't anymore.</td>
<td>Talked to some guy you know—probably not a policy maker</td>
<td>Sat in a room and talked to self</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard of Written English</th>
<th>20.0 to &gt;16.0 pts</th>
<th>16.0 to &gt;12.0 pts</th>
<th>12.0 to &gt;8.0 pts</th>
<th>8.0 to &gt;4.0 pts</th>
<th>4.0 to &gt;0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Passing</td>
<td>Needs Improvement</td>
<td>Gibberish</td>
<td></td>
</tr>
</tbody>
</table>

**Personal Reflection**

Should express the value you see in policy work as well as how it can be done.

<table>
<thead>
<tr>
<th>30.0 to &gt;24.0 pts</th>
<th>24.0 to &gt;18.0 pts</th>
<th>18.0 to &gt;12.0 pts</th>
<th>12.0 to &gt;6.0 pts</th>
<th>6.0 to &gt;0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent description of what you learned</td>
<td>Good description of what you learned</td>
<td>Passing description of what you learned</td>
<td>Needs Improvement</td>
<td>&quot;I didn't learn anything. This, like so much of life, was just one more distraction before the grave.&quot;</td>
</tr>
</tbody>
</table>

**Content-Description of Activity**

Should identify sectors and core problems if mentioned in setting.

<table>
<thead>
<tr>
<th>30.0 to &gt;24.0 pts</th>
<th>24.0 to &gt;18.0 pts</th>
<th>18.0 to &gt;12.0 pts</th>
<th>12.0 to &gt;6.0 pts</th>
<th>6.0 to &gt;0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Passing</td>
<td>Needs Improvement</td>
<td>Are you sure you turned in the right assignment?</td>
</tr>
<tr>
<td>Section</td>
<td>25.0 to &gt;20.0 pts</td>
<td>20.0 to &gt;15.0 pts</td>
<td>15.0 to &gt;10.0 pts</td>
<td>10.0 to &gt;5.0 pts</td>
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<tr>
<td><strong>Problem Delineation</strong></td>
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<tr>
<td></td>
<td>Nuanced and specific definition of the problem</td>
<td>Good understanding of the problem</td>
<td>Basic understanding of the problem</td>
<td>Weak understanding of the problem</td>
</tr>
<tr>
<td><strong>Policy History</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Excellent understanding of policy history and context</td>
<td>Good description of history, lacks a few important points</td>
<td>Basic understanding of the history of the policy, lacks several important points</td>
<td>Cursory addressing of policy history, few important historical points mentioned</td>
</tr>
<tr>
<td><strong>Goal Statement</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Concise, well written, and compelling paragraph demonstrating the seriousness of the issue.</td>
<td>Lengthy and interesting paragraph that shows the issue is worth considering</td>
<td>Basic paragraph that shows there is a reason to consider the policy, but with lower priority.</td>
<td>Goal statement unclear, only vaguely related to the policy in question.</td>
</tr>
<tr>
<td><strong>Current Policies</strong></td>
<td></td>
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<tr>
<td></td>
<td>Effectively and objectively covers a wide range of factors influencing the current status quo</td>
<td>Covers a wide range of factors influencing the status quo, but it could have been more effective or objective.</td>
<td>Covers what makes the status quo in a basic or biased way.</td>
<td>Discussion of current policies leaves out major factors that impact the status quo.</td>
</tr>
<tr>
<td><strong>Key Organizations</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Thorough list of significant stakeholders in the policy.</td>
<td>Good list of stakeholders involved, maybe missing a few key participants</td>
<td>Basic list of stakeholders, missing multiple significant factors involved in the process</td>
<td>Incorrectly identifies stakeholders and their positions.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Convincing recommendations that are objectively made based on available data</td>
<td>Good recommendations made on mostly objective data, maybe a little biased</td>
<td>Basic recommendations with the policy, fairly biased</td>
<td>Conflicting recommendations, largely based on bias</td>
</tr>
<tr>
<td><strong>Quality of writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error free, excellent prose,</td>
<td>More than a few grammatical or</td>
<td>Below college level writing,</td>
<td></td>
</tr>
</tbody>
</table>
### APA and appropriate citation

- **25.0 to >20.0 pts**
  - Excellent, detailed use of APA Style, formatting and citation
- **20.0 to >15.0 pts**
  - No major APA errors, maybe a citation or two short
- **15.0 to >10.0 pts**
  - A few notable APA errors, citations not consistently used properly
- **10.0 to >5.0 pts**
  - Major issues with APA, few good citations.
- **5.0 to >0 pts**

### Final Presentation Rubric (SW Policy)

#### Summary of policy brief

*No more than 5 minutes*

- **25.0 to >20.0 pts**
  - Excellent
- **20.0 to >15.0 pts**
  - Good
- **15.0 to >10.0 pts**
  - Passing
- **10.0 to >5.0 pts**
  - Needs Improvement
- **5.0 to >0 pts**
  - “Well, it’s not really a law, no one enforces it, no one follows it, and no one knows it exists.”

#### Assessment of Red Flags

- **25.0 to >20.0 pts**
  - Excellent
- **20.0 to >15.0 pts**
  - Good
- **15.0 to >10.0 pts**
  - Passing
- **10.0 to >5.0 pts**
  - Needs Improvement
- **5.0 to >0 pts**
  - “Is this a race or something?”

#### Project Goals

- **25.0 to >20.0 pts**
  - Excellent
- **20.0 to >15.0 pts**
  - Good
- **15.0 to >10.0 pts**
  - Passing
- **10.0 to >5.0 pts**
  - Needs Improvement
- **5.0 to >0 pts**
  - No goal in particular

#### Project Methods

- **25.0 to >20.0 pts**
  - Excellent
- **20.0 to >15.0 pts**
  - Good
- **15.0 to >10.0 pts**
  - Passing
- **10.0 to >5.0 pts**
  - Needs Improvement
- **5.0 to >0 pts**
  - Sat around and smoked weed

#### Project Accomplishments

- **25.0 to >20.0 pts**
  - Excellent
- **20.0 to >15.0 pts**
  - Good
- **15.0 to >10.0 pts**
  - Passing
- **10.0 to >5.0 pts**
  - Needs Improvement
- **5.0 to >0 pts**
  - No or falsified accomplishments

#### Reflection on what went right and wrong

- **25.0 to >20.0 pts**
  - Excellent
- **20.0 to >15.0 pts**
  - Good
- **15.0 to >10.0 pts**
  - Passing
- **10.0 to >5.0 pts**
  - Needs Improvement
- **5.0 to >0 pts**
  - “I learned nothing. This project, like so many things, is just one more distraction before the grave.”

#### Clarity/Thoroughness/Professionalism of Presentation

- **25.0 to >20.0 pts**
  - Excellent clarity, topics covered in remarkable depth
- **20.0 to >15.0 pts**
  - Good clarity, topics covered well enough
- **15.0 to >10.0 pts**
  - Acceptable presentation, Topics touched on
- **10.0 to >5.0 pts**
  - Poor presentation that was hard to follow, disorganized, or superficial
- **5.0 to >0 pts**
  - Excellent clarity, topics covered in remarkable depth
<table>
<thead>
<tr>
<th>Use of Time</th>
<th>25.0 to &gt;10.0 pts Stayed within time limit</th>
<th>10.0 to &gt;0.0 pts One point removed for every minute over 15.</th>
<th>0.0 pts Waaaay over time</th>
</tr>
</thead>
</table>

**PREPARE Paper Rubric (SW Macro Practice)**

<table>
<thead>
<tr>
<th>Use of APA</th>
<th>20.0 to &gt;16.0 pts Excellent</th>
<th>16.0 to &gt;12.0 pts Good</th>
<th>12.0 to &gt;8.0 pts Passing</th>
<th>8.0 to &gt;2.0 pts Needs Improvement</th>
<th>2.0 to &gt;0 pts Used MLA, Chicago, or some other writing style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - PREPARE steps</td>
<td>20.0 to &gt;16.0 pts Excellent</td>
<td>16.0 to &gt;12.0 pts Good</td>
<td>12.0 to &gt;8.0 pts Passing</td>
<td>8.0 to &gt;2.0 pts Needs Improvement</td>
<td>2.0 to &gt;0 pts Are you sure you turned in the right assignment?</td>
</tr>
<tr>
<td>Recognition of systemic issues contributing to the problem</td>
<td>20.0 to &gt;16.0 pts Excellent</td>
<td>16.0 to &gt;12.0 pts Good</td>
<td>12.0 to &gt;8.0 pts Passing</td>
<td>8.0 to &gt;2.0 pts Needs Improvement</td>
<td>2.0 to &gt;0 pts Nah, it's just one guy.</td>
</tr>
<tr>
<td>Articulation of values driving the desired change</td>
<td>20.0 to &gt;16.0 pts Excellent</td>
<td>16.0 to &gt;12.0 pts Good</td>
<td>12.0 to &gt;8.0 pts Passing</td>
<td>8.0 to &gt;2.0 pts Needs Improvement</td>
<td>2.0 to &gt;0 pts I'm only doing this because I have to.</td>
</tr>
<tr>
<td>Critically assesses strengths and weaknesses of multiple approaches.</td>
<td>20.0 to &gt;16.0 pts Excellent</td>
<td>16.0 to &gt;12.0 pts Good</td>
<td>12.0 to &gt;8.0 pts Passing</td>
<td>8.0 to &gt;2.0 pts Needs improvement</td>
<td>2.0 to &gt;0 pts Nope. Only one way to fix this issue: MURDER!</td>
</tr>
</tbody>
</table>

**IMAGINE Paper Rubric (SW Macro Practice)**

<table>
<thead>
<tr>
<th>Use of APA</th>
<th>20.0 to &gt;16.0 pts Excellent</th>
<th>16.0 to &gt;12.0 pts Good</th>
<th>12.0 to &gt;8.0 pts Passing</th>
<th>8.0 to &gt;2.0 pts Needs Improvement</th>
<th>2.0 to &gt;0 pts Used MLA, Chicago, or some other writing style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - IMAGINE steps</td>
<td>20.0 to &gt;16.0 pts Excellent</td>
<td>16.0 to &gt;12.0 pts Good</td>
<td>12.0 to &gt;8.0 pts Passing</td>
<td>8.0 to &gt;2.0 pts Needs Improvement</td>
<td>2.0 to &gt;0 pts Are you sure you turned in the right assignment?</td>
</tr>
<tr>
<td>Clear plan to recruit help/raise awareness to move the plan forward.</td>
<td>20.0 to &gt;16.0 pts Excellent</td>
<td>16.0 to &gt;12.0 pts Good</td>
<td>12.0 to &gt;8.0 pts Passing</td>
<td>8.0 to &gt;2.0 pts Needs Improvement</td>
<td>2.0 to &gt;0 pts Nah, I'll just do it all on my own.</td>
</tr>
<tr>
<td>Intervention has a realistic chance of making a change</td>
<td>20.0 to &gt;16.0 pts Excellent</td>
<td>16.0 to &gt;12.0 pts Good</td>
<td>12.0 to &gt;8.0 pts Passing</td>
<td>8.0 to &gt;2.0 pts Needs Improvement</td>
<td>2.0 to &gt;0 pts Plan not only unlikely to make a difference, it doesn't even seem related to the original problem</td>
</tr>
<tr>
<td>Organized Plan of Action, Schedule, and Contingency</td>
<td>20.0 to &gt;16.0 pts Excellent</td>
<td>16.0 to &gt;12.0 pts Good</td>
<td>12.0 to &gt;8.0 pts Passing</td>
<td>8.0 to &gt;2.0 pts Needs improvement</td>
<td>2.0 to &gt;0 pts Well, if this doesn't work I'll just have to accept the status quo.</td>
</tr>
<tr>
<td><strong>Final Presentation Rubric (SW Macro Practice)</strong></td>
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<tr>
<td>-------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Description of Problem/Population</strong></td>
<td>40.0 pts Excellent</td>
<td>30.0 pts Good</td>
<td>20.0 pts Fair</td>
<td>10.0 pts Needs Improvement</td>
<td>0.0 pts</td>
</tr>
<tr>
<td>Identified and worked on essentially a &quot;non-problem&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Description of Agency, Program, and System Affecting the Problem</strong></td>
<td>40.0 pts Excellent</td>
<td>30.0 pts Good</td>
<td>20.0 pts Fair</td>
<td>10.0 pts Needs Improvement</td>
<td>0.0 pts</td>
</tr>
<tr>
<td>&quot;This problem exists in a vacuum&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Action Plan and What Worked</strong></td>
<td>40.0 pts Excellent</td>
<td>30.0 pts Good</td>
<td>20.0 pts Fair</td>
<td>10.0 pts Needs Improvement</td>
<td>0.0 pts</td>
</tr>
<tr>
<td>&quot;I just made a couple of phone calls and emails.&quot;</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>40.0 pts Excellent</td>
<td>30.0 pts Good</td>
<td>20.0 pts Fair</td>
<td>10.0 pts Needs Improvement</td>
<td>0.0 pts</td>
</tr>
<tr>
<td>Mumbled the whole time</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Sustainability of project</strong></td>
<td>40.0 pts Excellent</td>
<td>30.0 pts Good</td>
<td>20.0 pts Fair</td>
<td>10.0 pts Needs Improvement</td>
<td>0.0 pts</td>
</tr>
<tr>
<td>Project unlikely to make any change, let alone lasting change.</td>
<td></td>
<td></td>
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</tbody>
</table>
COURSE OUTLINE SPRING 2018

SOCIAL WORK 3500 - SOCIAL WELFARE POLICY HISTORY, DEVELOPMENT AND ANALYSIS

COURSE DESCRIPTION
This course examines the history of American social welfare policy. In addition, the guiding missions and philosophies used in the development, implementation and evaluation of past, present and future polices effecting social service delivery mechanisms will be discussed. This course will examine social welfare policies across political spectrums and debate the capacities of those policies to deliver services through the lens of micro and macro perspectives.

The format of this class will be face to face. The course will include extensive “hands on” experience with policy analysis and technology that are currently available to facilitate this important aspect of social work practice. The instructor uses pre-recorded lectures, links to videos, and online articles to enhance your learning and critical thinking as well as expose you to as many new ideas as possible. Class time will be used for lectures, discussions and help with your projects. Your learning experience is highly important to me as a professor, and regular anonymous feedback through Canvas is encouraged.

COURSE OBJECTIVES AND CORE COMPETENCIES
At the conclusion of this course,
1. Students will appreciate the role of policy in their personal and professional lives.
   a. Accurately describe how policy influences the way social workers deliver service and engage in policy practice.
   b. Critically analyze major policy issues going on in the United States currently.
   c. Publicly articulate one’s personal values to make a difference in society and elaborate on the complexities of what it takes to do so.
2. Students will learn how to critically research policy on a micro, mezzo, and macro level.
   a. Identify 8 policy sectors that deliver services, resources, benefits and opportunities to people in the United States.
   b. Accurately discuss the historical development of social welfare policy and trace the legislative histories.
   c. Create and present on a policy engaged activity designed to influence the direction of a potential or actual policy.
3. Students will recognize critical flaws in social policy and take actions against them.
   a. Correctly define and effectively engage in micro, mezzo, and macro level policy interventions.
   b. Identify 7 core problems that exist in every social welfare policy arena.
   c. Accurately assess for Red Flag Alerts in differing levels and arenas of policy practice.
   d. Correctly identify and show competency in arguing against common political tactics and errors in terms of how they affect policy making.

REQUIRED TEXTS
New York Times subscription via nytimes.com/passes
4. Students will learn and apply the basic skills of policy advocacy at the micro, mezzo, and macro levels.
   a. Accurately draw conclusions about when to initiate policy advocacy using ethical first-order principles, evidence based information, and pragmatic considerations.
   b. Effectively identify the purpose and usefulness of policy practice with other kinds of intervention strategies social workers use.
   c. Accurately describe several processes of political action.

Core Competencies
The Weber State University Social Work Program uses Core Competencies outlined by the Council on Social Work Education (CSWE) in the 2008 Educational Policy and Accreditation Standards (EPAS) as a framework for its curriculum to assess the development of fundamental social work practice behaviors. Course objectives in SW 5020 relate to these Core Competencies as presented in the following table:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>1, 4</td>
</tr>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td></td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>Competency 4: Engage In Practice-informed Research and Research-informed Practice</td>
<td>2</td>
</tr>
<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>2</td>
</tr>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>3, 4</td>
</tr>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>2</td>
</tr>
</tbody>
</table>

ASSIGNMENTS- All assignments are to be submitted through the online Canvas program. Unless otherwise stated, all assignments are due by 11:59 pm of the date indicated. This course will be taught through a series of modules. Each module will focus on each chapter of the book and related topics. Each module will contain all assignments required for the week. THE FIRST 7 CHAPTER MODULES (CHAPTERS 1-6 & 9) ARE REQUIRED. AFTER YOU FINISH THOSE, YOU MAY PICK ANY THREE OF THE REMAINING MODULES.

Canvas Photo (10 Points)
Your first assignment is relatively simple. Go in to canvas, go in to your settings, and upload a picture to your profile that is filled at least 75% by your face.

Pre/Post Test (100 total points)
This course is undergoing some significant changes in an effort to improve the learning experience. As a part of this, each of you will be required to take a diagnostic pre-test to assess how much you know about social work policy, and a post test to measure changes. The responses to these tests will not be graded; you will be graded based on your honest assessment of your learning. The format of the assignment is to create a mind-map using coggle.com and map your knowledge of social work policy. Once you have created your mind-map, download it as a PNG document and upload it to the appropriate Canvas assignment. Instructions on how to do this are on Canvas.

Reflections (200 total points)
For each chapter of the primary text each student will need to reflect on their readings, their policy analysis, and accompanying final project. The purpose of these reflections to ensure you are grasping what you are learning and able to relate it to real world policy work. These responses need not be lengthy, but they should display your
understanding of the concepts in each chapter. You should end each reflection with a question you are still pondering related to the topic. They are worth 15 points each. After submitting your assignment, you will be able to read your peer’s responses. You must then submit a response to their questions for an additional 5 points. The response to your peers need not completely answer the question posed by your peer, but should offer some insight. The first 7 reflections are required, but you may pick the last three to help specialize your area of knowledge.

**Article Responses (50 total points)**
14 articles will be posted to read, each with an accompanying short answer quiz. For this assignment, you should read the article that is posted and respond to the questions in a one-page essay. Each essay is worth 5 points. Only 10 are required.

**Quizzes (120 total points)**
There will be fourteen multiple choice, true/false quizzes due each week. Each will be worth 10 points for a total of 100 points. Exam questions will be drawn primarily from required reading material but questions may be added from lecture, and class discussion. All exams will be online and take home. You may take each quiz as many times as you like and Canvas will keep the highest score. The four lowest scores of the 14 will be dropped (making 4 of them optional).

**Civic Participation Paper (100 points)**
At least once during this semester, you will be required to attend a civic event (city council meeting, legislative session, school board meeting, etc.) or interview a policy maker (city/county councilperson, legislator, agency director, board member, etc.) You should make observations about the process of policymaking and/or ask questions about the process. Then you should write a reflective paper that is 1-3 pages long of what you saw, who you interviewed, and what you learned about the policymaking process.

**Policy Analysis (200 Points)**
Your primary paper for this class is a Policy Brief. The body of the paper should be 10 to 15 pages in length (not counting references, cover page, abstract, etc.), 12 pt. Times New Roman font, with standard MS Word default margins. The format is APA style with a Cover Page, Table of Contents, and References. Consult an APA reference guide for specifics regarding style and reference documentation. This website is a great source for all of your APA styling needs.

**Research Aids**
The paper will look at a current policy under debate using the framework learned in Jansson textbook. In this paper, you will assess a policy by looking at the goal of the policy, the problem it addresses, past policies related to the problem, the current policy under consideration, your position, and key organizations with a stake in the issue. Detailed information on how to put this together, including a template and example, can be found here. This paper will be a precursor to your final, so pick your policy carefully. You will be graded on thoroughness and thoughtfulness of your paper. This may be done in groups of no more than 3, but group work is not required. Groups will be subject to grading from peers for fair distribution of work.

**Community Engaged Policy Project Presentation (200 Points)**
Your final for this class is a policy advocacy project. For this project you will need to in some way influence, change, support, or fight against the policy discussed in your policy brief. Your project may address issues at a micro (person in environment), mezzo (organizational) or macro (governmental) level of the policy. Most effective policy work is done in groups, so for your project you should strongly consider working with a community partner to maximize the impact of your advocacy. Because you will be selecting the policy to analyze and influence, it will be up to you to find an appropriate partner to work with. At the end of the semester, you will need to summarize and present on what your project was meant to do, what your methods were for your project, what was accomplished, and what you learned from the experience. The presentation should be between 10 and 15 minutes. 20 hours are recommended for completing this project. This may be done in groups of up to 3 people.

Your guidelines for an acceptable project are based on working with community groups by either joining them in their efforts to influence a policy or attempting to influence stakeholders in the policy. This may include community
education. Examples of acceptable projects include, but are not limited to, interning with congressperson/group/institute, volunteering on a policy council (city, county, state, etc.), following an active bill all the way through and testifying for or against it, volunteering with a political action group, engaging in research with political implications, present on policy to group that needs it, create an Op-Ed with lots of citations to support or fight against a policy. If your final project involved any writing, it should be included as an appendix to your policy analysis. All projects must have instructor approval to ensure it meets community engagement standards.

**Attendance/Participation (190 points)**

Attendance and participation will be graded heavily in this class, with attendance to each class worth 5 points. Arriving late will result in being docked 2 points from your daily grade. Leaving early will result in 2 points being deducted from your daily grade. If you arrive late and leave early you will be marked as absent. If your participation in class is lackluster or you’re on your phone/laptop when not asked to be, I reserve the right to dock you the rest of the points of your daily grade. You are training to be a social worker and I expect you to be as professional as possible. Any exceptions to this rule need to be worked out with the professor in advance. As a general rule, if you tell me why you will be late or why you have to leave early it may be forgiven. Excused absences will be marked as late under most circumstances. I reserve the right to add or subtract conditions of attendance points as I see fit.

**GRADING**

The total points earned determine the grade for this course. The final grade will be awarded according to the following percentage scale: A 95-100%; A- 90-94%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C 73-76%; C- 70-72%; D+ 67-69%; D 63-66%; D- 60-62%; E 0-59%. You are encouraged to calculate your grade based on what you have turned in regularly. Do NOT depend on what Canvas says your grade is.

I use rubrics to guide the majority of my grading and all students are recommended to familiarize themselves with them. Generally, the rubrics will consist of the majority of the feedback I give on assignments. Extra feedback can be obtained if sought out.

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Canvas Photo</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Pre/Post Test</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Weekly policy responses (10 @ 20 points each)</td>
<td>200</td>
</tr>
<tr>
<td>4</td>
<td>Article responses (10 @ 5 points each)</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Civic Participation Paper</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Exams (10 at 10 each)</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Attendance</td>
<td>190</td>
</tr>
<tr>
<td>8</td>
<td>Final Paper and Presentation (200 each)</td>
<td>400</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1150</strong></td>
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</tbody>
</table>

**EXPECTATIONS**

**Writing Expectations**

As with other courses taught in the Department of Social Work and Gerontology, Social Work Policy has among its objectives the improvement of students’ writing and analytical skills. Spelling, grammar, and coherent writing will be taken into consideration on all exams and assignments. Any paper turned in that is obviously a first draft, even if handed in early for feedback, will be automatically docked 10% of their grade for the assignment. Students are strongly encouraged to make use of the free services of the Writing Center located in the Student Services Building, room 261 (626-6463).

**Plagiarism**

Students are encouraged to work together. However, cheating or copying another student’s work, past or current, without proper referencing is ground for expulsion from Weber State University. All papers, especially ones suspected of being plagiarized, will be subject to random verification through TurnItIn.com. All papers are subject to be submitted to TurnItIn.com to be anonymously retained for future reference.
**Late Work**
All work is expected to be completed and turned in on or before the day it is due. If you anticipate being absent from class, you are welcome to complete and turn in work before it is due. If you miss class, it is your responsibility to check with fellow students or the instructor to get assignments that may be due the following week. Twenty percent (20%) will be deducted from the score on any assignment received after the due date. **NO work will be accepted after the last day of finals.**

**Extra Credit**
Extra credit may be offered during a semester, but it is not guaranteed. If you have a chance to engage in extra credit work, typically you will have to write a 1-2-page summary on what you experienced with a summary reflection on what you learned. If you are taking more than one of my classes and an activity is offered for extra credit for both, you may choose to apply the extra credit to one or the other class, or you may split the credit between the two.

**Quiz Question Bounty**
For better or for worse, I use the textbook’s publisher’s pre-written questions for quizzes (so don’t blame me if the questions are too hard. If I wrote them, they’d be much harder). Despite their best efforts, sometimes they get questions wrong, so I’m offering a reward for you to hunt down and correct those questions. If while taking a quiz you find an answer that does not coincide with what is in the text book, copy the question and email it to me with the potential answers, which one should be correct, which one is marked as correct, and the page number in the book that shows that the answer in the quiz is wrong. Be aware, that just because you do this process does not always mean you will be rewarded, especially if the issues stem from a misinterpretation of the question. But, if you are found to be correct, you will get credit for the question as well as three extra credit points.

**Classroom Rules**
1. Respect is the name of the game. Self-disclosure is often an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal disclosures made in class will be respected, will be held in confidence by all others, and will not be repeated outside of the classroom.
2. Though individual participation is strongly encouraged, each student has the right to choose not to participate in class discussion or exercise.
3. No question will be considered silly or stupid if asked seriously. Putdown comments are not allowed.
4. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, all feelings will be respected.
5. Any behavior deemed disruptive to the learning process is prohibited. This is subject to the instructor’s interpretation, but may include things such as using the class as a political forum, using class time for “group or individual therapy,” axe grinding, preaching, obnoxious use of technology, etc.
6. Plagiarism or any kind of academic dishonesty is strictly prohibited.
7. Failure to follow these rules is grounds for reduced grades and/or expulsion from the class.

**LEGAL DISCLOSURES**

**Disclaimer**
For all intents and purposes, this syllabus will be treated like a legally binding contract giving the expectations of both students and the professor. The professor, however, reserves the right to change the syllabus at any time. All such changes will be communicated to the students both verbally and in writing.

**Students With Disabilities**
Any student requiring accommodations or services due to a disability must contact the Services for Students with Disabilities (SSD) office located in the Student Services Building, room 181.
(626-6413). SSD can make arrangements for course materials, including this syllabus, in alternative formats if necessary.

**Cancelled Classes**
This course will be entirely online, but I plan on being available daily to work with students through email and online discussions. Having said that, I encourage you to set announcements up so that you can receive them as text messages so that you have as much notice as possible about events or changes to the course. I may use Canvas announcements for other class announcements as well.

**Campus Closures**
If, for any reason, Weber State University must close the campus for an extended period of time, this course will continue online through Canvas as usual. Course presentations will be posted via Canvas and you will submit your assignments through Canvas as usual.

**Harassment/Discrimination**
Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.

While diverse viewpoints and opinions are welcome in this class, in expressing them, we will practice the mutual deference so important in the world of work. Thus, while I encourage you to share your opinions, when appropriate, you will be expected to do so in a manner that is respectful towards others, even when you disagree with them.

If you have questions regarding the university’s policy against discrimination and harassment you may contact the university’s AA/EO office (626-6239) or visit its website: http://departments.weber.edu/aaeeo/

**Core Beliefs**
According to PPM 6-22 IV, students are to "[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs."
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic of the Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8-1/12</td>
<td>Introduction Syllabus Review Policy Purpose and implications Introduction to common errors in politics (Conservatism vs. Liberalism)</td>
<td>Chapter 1, Supplemental material Canvas Photo, Project Guide, Chapter 1 quiz, Pre-test</td>
</tr>
<tr>
<td>2</td>
<td>1/15-1/19</td>
<td>Challenging the status quo, Policy framework</td>
<td>Chapter 2 Module 2 Due</td>
</tr>
<tr>
<td>3</td>
<td>1/22-1/26</td>
<td>Using a Policy Advocacy Framework</td>
<td>Chapter 3 Module 3 Due</td>
</tr>
<tr>
<td>4</td>
<td>1/29-2/2</td>
<td>Micro Policy Advocacy</td>
<td>Chapter 4 Module 4 Due</td>
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<tr>
<td>5</td>
<td>2/5-2/9</td>
<td>Mezzo Policy Advocacy</td>
<td>Chapter 5 Module 5 Due</td>
</tr>
<tr>
<td>6</td>
<td>2/12-2/16</td>
<td>Macro Policy Advocacy</td>
<td>Chapter 6 Module 6 Due</td>
</tr>
<tr>
<td>7</td>
<td>2/19-2/23</td>
<td>Safety Net Sector No class Monday- President’s Day</td>
<td>Chapter 9 Module 7 Due</td>
</tr>
<tr>
<td>8</td>
<td>2/26-3/2</td>
<td>Healthcare Sector No class Monday- Professor out of town</td>
<td>Chapter 7 Module 9</td>
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<tr>
<td>9</td>
<td>3/5-3/9</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/12-3/16</td>
<td>Gerontiology Sector</td>
<td>Chapter 8 Module 8 Policy Brief Due</td>
</tr>
<tr>
<td>11</td>
<td>3/19-3/23</td>
<td>Mental Health Sector</td>
<td>Chapter 10 Module 10</td>
</tr>
<tr>
<td>12</td>
<td>3/26-3/30</td>
<td>Child and Family Sector</td>
<td>Chapter 11 Module 11</td>
</tr>
<tr>
<td>13</td>
<td>4/2-4/6</td>
<td>Criminal and Justice Sector</td>
<td>Chapter 14 3 Additional Modules Due</td>
</tr>
<tr>
<td>14</td>
<td>4/9-4/13</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/16-4/20</td>
<td>Presentations</td>
<td>Presentations, Civic Participation Paper, Final Quiz, Post test Due</td>
</tr>
<tr>
<td>16</td>
<td>4/21-4/26</td>
<td>Finals week</td>
<td>No assignments accepted after April 26th</td>
</tr>
</tbody>
</table>

*Note: Monday-Human Rights Day*
COURSE OUTLINE SPRING 2018
SOCIAL WORK 3930 - SOCIAL WORK PRACTICE III: MACRO PRACTICE

COURSE: Social Work 3930 - Social Work Practice III: Macro Practice
CREDIT: Three (3) Semester Hours
PREREQUISITES: SW 3900, SW 3910, concurrent enrollment in SW 3920
TIME: Tuesday 5:30 pm - 8:10 pm
LOCATION: Science Lab 240
INSTRUCTOR: Barrett Bonella, PhD, LCSW
OFFICE: Science Lab 504M
OFFICE HOURS: M 12:30-2:30 p.m.; T 4:00 p.m.-5:00 p.m.; or by appointment
PHONE: (801) 626-8035
E-MAIL ADDRESS: barrettbonella@weber.edu
REQUIRED TEXTS:

COURSE DESCRIPTION
Social Work Practice III is a three credit hour generalist course designed to direct students toward understanding and demonstrating the principals, concepts, and techniques of planned change in macro settings including institutions, organizations, and communities. This course also considers the role of social policy and its effect on social work practice and social and economic justice.

COURSE OBJECTIVES
At the conclusion of this course, students will be able to:

1. Organize and implement a macro level assessment, treatment plan, and intervention.
2. Articulate systemic causes for social issues using knowledge from a macro social work perspective.
3. Articulate one’s ability to recruit others to effect change and use effective communication skills to increase civic awareness of a problem.
4. Articulate one’s personal values to make a difference in society and elaborate on the complexities of what it takes to do so.
5. Articulate a clear plan for future community engagement and demonstrate a commitment to service that is derived from personal experience and a desire to continue
6. Appraise social work values and dilemmas as they relate to interventions at the organizational, community, and societal levels.
7. Demonstrate key attributes and skills for successful social work practice in an organizational environment.
8. Evaluate models for assessing the effectiveness of practice within an organization or community.
9. Codify the obligations for and measures of accountability that an organization and its staff members have to clients, trustees, donors, regulatory bodies, and other organizations.
10. Internalize commitment to empowering oppressed groups and eradication of oppressive situations and practices within organizations, communities, and society.
11. Critically assess the strengths and weaknesses of various approaches to community and organizational interventions.
12. Demonstrate skill in personal care, documentation, and self-reflection in a macro work context.

CORE COMPETENCIES
The Weber State University Social Work Program uses Core Competencies outlined by the Council on
Social Work Education (CSWE) in the 2008 Educational Policy and Accreditation Standards (EPAS) as a framework for its curriculum to assess the development of fundamental social work practice behaviors.

Course objectives in SW 3930 relate to these Core Competencies as presented in the following table:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 - Identify as a professional social worker and conduct oneself accordingly.</td>
<td>4, 5, 10, 12</td>
</tr>
<tr>
<td>2.1.2 - Apply social work ethical principles to guide professional practice.</td>
<td>4, 6, 11, 12</td>
</tr>
<tr>
<td>2.1.3 - Apply critical thinking to inform and communicate professional judgments.</td>
<td>6, 11, 12</td>
</tr>
<tr>
<td>2.1.4 - Engage diversity and differences in practice.</td>
<td>1, 2, 9, 10</td>
</tr>
<tr>
<td>2.1.5 - Advance human rights and social and economic justice</td>
<td>1, 5, 8, 10</td>
</tr>
<tr>
<td>2.1.6 - Engage in research-informed practice and practice-informed research.</td>
<td>4, 7, 8, 9, 11</td>
</tr>
<tr>
<td>2.1.7 - Apply knowledge of human behavior and the social environment.</td>
<td>1, 2, 3, 12</td>
</tr>
<tr>
<td>2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>1, 3, 6, 9</td>
</tr>
<tr>
<td>2.1.9 - Respond to contexts that shape practice.</td>
<td>2, 6, 9, 12</td>
</tr>
<tr>
<td>2.1.10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>1, 3, 5, 8, 10, 12</td>
</tr>
</tbody>
</table>

CLASS FORMAT
The format of this class will be didactic, interactive, and internet enhanced. In addition, the course will include extensive “hands on” experience with research methods and technology that are currently available to facilitate this important aspect of social work practice. The instructor will make frequent use of lecture, structured small group exercises and discussion, and audiovisual material. The learning experience will rely heavily on the participation of class members for planned classroom and lab exercises as well as small and large group discussion. Attendance and participation are crucial to your learning and that of others in the class. Your learning experience is highly important to me as a professor, and regular anonymous feedback through Canvas is encouraged.

ASSIGNMENTS- all assignments are to be submitted through the online Canvas program. Unless otherwise specified, every assignment is due by 11:59 pm of the day noted.

Canvas Photo (10 Points)
Your first assignment is relatively simple. Go in to canvas, go in to your settings, and upload a picture to your profile that is filled at least 75% by your face.

Journal Entries (10 at 20 points each, 200 total points)
Each week except where designated on the syllabus, each student will need post a journal entry about the following topics: How well they are doing and taking care of themselves, thoughts on readings from Saul Alinsky, thoughts on readings from the text, and report on the progress of their project. Specifications on particular entries may be added.

Pre/Post Test (100 total points)
This course is undergoing some significant changes in an effort to improve the learning experience. As a part of this, each of you will be required to take a diagnostic pre-test to assess how much you know about macro practice, and a post test to measure changes. The responses to these tests will not be graded; you will be graded based on your honest assessment of your learning. The format of the assignment is to create a mind-map using Coggle and map your knowledge of Macro Practice. Once you have created your mind-
map, download it as a PNG document and upload it to the appropriate Canvas assignment.

Quizzes (140 total points)
There will be 14 multiple choice exams. Each will be worth 10 points for a total of 140. Exam questions will be drawn primarily from required reading material but may include information from lectures, and class discussions. It is highly recommended that you read the corresponding chapters previous to taking your quizzes. The exams will be online and take home. You may take each quiz multiple times and take the highest of the scores.

Advocacy Proposal (200 total points)
Individuals or groups of no more than three students will be responsible for writing a proposal for a Macro level group advocacy project to be implemented during the semester. The proposal will be divided into two sections utilizing the PREPARE model from Chapter 6, and the IMAGINE model from Chapter 7:

PREPARE: An Assessment of Organizational or Community Change Potential (100 points). Following the PREPARE model of assessment, groups will identify a Macro level problem within an organization of their choice, and determine whether or not they have the potential resources to pursue change. Using the IMAGINE model, you will map out the intervention, steps of implementation, and potential pitfalls of following through with your plan. The proposals should be no more than 6 pages in content and follow APA format.

Advocacy Project Presentation (200 points)
Following the advocacy proposal, each individual/group will implement a Macro level project for their chosen advocacy group. Students will be assigned one class date to give a detailed presentation of their project, including the use of PowerPoint, multi-media, student produced video, and/or other forms of media activities. Students are encouraged to invite guest speakers as part of their presentation as well as attend their advocacy group site for implementation of the project. Presentations should include detailed information of selected Macro problem/issue, complete background information of selected advocacy group/agency, as well as other similar agencies with similar goals, discussion of PREPARE/IMAGINE proposal that lead to action plan, activities taken to create change, (Did this project actually help someone, and who benefited from project?), benefits/limitations to project (changes to actual project), and how the change was made sustainable. Groups may join together on larger scale projects, but by doing so, each group member may be required to grade each other for contributions. This may be requested by the students or done at the professor’s discretion.

Advocacy Proposal Alternative - Students who successfully apply for and receive a Hall Grant will receive an automatic “A” on the PREPARE and IMAGINE papers. Be forewarned, this may sound like a sweet deal, and it is, but grants require a great deal of work, making your project one that would last well beyond the semester. A copy of your grant proposal will need to be turned in in lieu of the PREPARE and IMAGINE papers. You must also coordinate your work with me. If you apply for the grant and don’t receive it, you will have to do a shortened PREPARE and IMAGINE paper with extended deadlines.

CCEL Report and Advice (30 points)
For this section of the project, you need to go into the WeberSync app in your eWeber portal and log the number of hours over what period of time you spent on your community project. I encourage you to keep a running log of time spent on this project, but the information should only be entered in to WeberSync once at the end of the semester. Details on how and who should be listed in the project will be discussed in class. After entering your hours, please go to the Macro Practice Advice Blog and give advice to future macro students on the class. The blog can be found at http://macroprojectadvice.blogspot.com/

Attendance/Participation (140 points)
Attendance and participation will be graded heavily in this class, with attendance to each class worth 10 points. Arriving late will result in being docked 3 points from your daily grade. Leaving early will result in 3 points being deducted from your daily grade. If you arrive late and leave early you will be marked as absent. If your participation in class is lackluster or you’re on your phone/laptop when not asked to be, I reserve the right to dock you the rest of the points of your daily grade. You are training to be a social
worker and I expect you to be as professional as possible. Any exceptions to this rule need to be worked out with the professor in advance. As a general rule, if you tell me why you will be late or why you have to leave early it may be forgiven. Excused absences will be marked as late under most circumstances. I reserve the right to add or subtract conditions of attendance points as I see fit.

**GRADING**

The total points earned will determine your grades. The final grade will be awarded according to the following percentage scale: A 95-100%; A- 90-94%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C 73-76%; C- 70-72%; D+ 67-69%; D 63-66%; D- 60-62%; E 0-59%. You are encouraged to calculate your grade based on what you have turned in regularly. Do NOT depend on what Canvas says your grade is.

I use rubrics to guide the majority of my grading and all students are recommended to familiarize themselves with them. Generally, the rubrics will consist of the majority of the feedback I give on assignments. Extra feedback can be obtained if sought out.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Canvas Photo</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Pre/Post Test</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Quizzes (14 at 10 points each)</td>
<td>140</td>
</tr>
<tr>
<td>4</td>
<td>Advocacy Proposal- PREPARE</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Advocacy Proposal- IMAGINE</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Advocacy Project and Presentation</td>
<td>200</td>
</tr>
<tr>
<td>7</td>
<td>Journal Entries (10 at 20 points each)</td>
<td>200</td>
</tr>
<tr>
<td>8</td>
<td>CCEL Report and Advice</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>Attendance</td>
<td>140</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1020</strong></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENTS WITH DISABILITIES**

Any student requiring accommodations or services due to a disability must contact the Services for Students with Disabilities (SSD) office located in the Student Services Building, room 181 (801-626-6413). SSD can make arrangements for course materials, including this syllabus, in alternative formats if necessary.

**WRITING EXPECTATIONS**

As with other courses taught in the Department of Social Work and Gerontology, Social Work 3930 has among its objectives the improvement of students’ writing and analytical skills. Spelling, grammar, and coherent writing will be taken into consideration on all exams and assignments. Any paper turned in that is obviously a first draft, even if handed in early for feedback, will be automatically docked 10% of their grade for the assignment. Students are strongly encouraged to make use of the free services of the Writing Center located in Elizabeth Hall, room 210 (626-6463). Alternatively, they have tons of useful resources on their website at http://www.weber.edu/WritingCenter

**PLAGIARISM**

Students are encouraged to work together. However, cheating or copying another student’s work, past or current, without proper referencing is ground for expulsion from Weber State University. All papers, especially ones suspected of being plagiarized, will be subject to random verification through TurnItIn.com. All papers are subject to be submitted to TurnItIn.com to be anonymously retained for future reference.

**LATE WORK**

All work is expected to be complete and turned in on or before the day it is due. If you anticipate being absent from class, you are welcome to complete and turn in work before it is due. If you miss class, it is your responsibility to check with fellow students or the instructor to get assignments that may be due the
following week. Twenty percent (20%) will be deducted from the score on any assignment received after the due date. **NO work will be accepted after the last day of finals.**

**EXTRA CREDIT**
Extra credit may be offered during a semester, but it is not guaranteed. If you have a chance to engage in extra credit work, typically you will have to write a 1-2 page summary on what you experienced with a summary reflection on what you learned. If you are taking more than one of my classes and an activity is offered for extra credit for both, you may choose to apply the extra credit to one or the other class, or you may split the credit between the two.

**QUIZ QUESTION BOUNTY**
For better or for worse, I use the textbook’s publisher’s pre-written questions for quizzes (so don’t blame me if the questions are too hard. If I wrote them, they’d be much harder). Despite their best efforts, sometimes they get questions wrong, so I’m offering a reward for you to hunt down and correct those questions. If while taking a quiz you find an answer that does not coincide with what is in the text book, copy the question and email it to me with the potential answers, which one should be correct, which one is marked as correct, and the page number in the book that shows that the answer in the quiz is wrong. Be aware, that just because you do this process does not always mean you will be rewarded, especially if the issues stem from a misinterpretation of the question. But, if you are found to be correct, you will get credit for the question as well as three extra credit points.

**CLASSROOM RULES**
1. Respect is the name of the game. Self-disclosure is often an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal disclosures made in class will be respected, will be held in confidence by all others, and will not be repeated outside of the classroom.
2. No question will be considered silly or stupid if asked seriously. Putdown comments are not allowed.
3. All feelings are valid, even negative ones. Although these feelings will differ from person to person, all feelings will be respected.
4. Any behavior deemed disruptive to the learning process is prohibited. This is subject to the instructor’s interpretation, but may include things such as using the class as a political forum, using class time for “group or individual therapy,” axe grinding, preaching, obnoxious use of technology, etc.
5. Cell phones and pagers will be turned to silent during class time. Do your best to refrain from taking your phone out unless requested to do so by the instructor.
6. Plagiarism or any kind of academic dishonesty is strictly prohibited.
7. Failure to follow these rules are grounds for reduced grades and/or expulsion from the class.

**DISCLAIMER**
For all intents and purposes, this syllabus will be treated like a legally binding contract giving the expectations of both students and the professor. The professor, however, reserves the right to change the syllabus at any time. All such changes will be communicated to the students both verbally and in writing.

**CANCELLED CLASSES**
My goal is 100% attendance and excellent teaching; however, life happens. If I need to cancel class unexpectedly, I will inform you through Canvas announcements. I would recommend that you set announcements up so that you can receive them as text messages so that you have as much notice as possible about class cancellations. I may use Canvas announcements for other class announcements as well.

**CAMPUS CLOSURES**
If, for any reason, Weber State University must close the campus for an extended period of time, this course will continue online through Canvas. Course presentations will be posted via Canvas and you will submit your assignments through WSU Online. During this time, tests will be taken off campus, still using Chi Tester.

**HARASSMENT/DISCRIMINATION**
Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.

While diverse viewpoints and opinions are welcome in this class, in expressing them, we will practice the mutual deference so important in the world of work. Thus, while I encourage you to share your opinions, when appropriate, you will be expected to do so in a manner that is respectful towards others, even when you disagree with them.

If you have questions regarding the university’s policy against discrimination and harassment you may contact the university’s AA/EO office (626-6239) or visit its website: http://departments.weber.edu/aaeeo/

CORE BELIEFS
According to PPM 6-22 IV, students are to "[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs."

ADDITIONAL READINGS
Additional readings may be required throughout the semester. I will provide copies of all additional readings on Canvas or I will provide copies on reserve at the library.
Course Outline - This schedule is subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading/Topic of the Day</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9</td>
<td>Intro/Syllabus- Generalist Practice</td>
<td>Canvas Photo, Pre-Test, Quiz 1, Due Friday</td>
</tr>
<tr>
<td>2</td>
<td>1/16</td>
<td>K.A. &amp; H. Chapter 3-Micro Skill in Macro Setting, Chapter 4- Group Skills for Change Alinsky- Prologue</td>
<td>Quiz 2, Journal 1 Due</td>
</tr>
<tr>
<td>3</td>
<td>1/23</td>
<td>K.A. &amp; H. Chapter 2-Stress/Time Management Alinsky- Chapter 1- The Purpose</td>
<td>Quiz 3, Journal 2 Due</td>
</tr>
<tr>
<td>4</td>
<td>1/30</td>
<td>K.A. &amp; H. Chapter 12- Ethics Alinsky Chapter 2- A Of Means and Ends</td>
<td>Quiz 4, Journal 3 Due</td>
</tr>
<tr>
<td>5</td>
<td>2/6</td>
<td>K.A. &amp; H. Chapter 5- Understanding Organizations Alinsky Chapter 3- A Word About Words</td>
<td>Quiz 5, Journal 4 Due</td>
</tr>
<tr>
<td>6</td>
<td>2/13</td>
<td>K.A. &amp; H. Chapter 14- Managing Agency Resources Alinsky Chapter 4- The Education of an Organizer</td>
<td>Quiz 6, Journal 5 Due</td>
</tr>
<tr>
<td>7</td>
<td>2/20</td>
<td>Class not held- Distinguished Lecturer</td>
<td>Quiz 7, PREPARE Due</td>
</tr>
<tr>
<td>8</td>
<td>2/27</td>
<td>K.A. &amp; H. Chapter 7- IMAGINE Alinsky Chapter 6- In The Beginning Class not held- Professor out of town</td>
<td>Quiz 8, IMAGINE Due</td>
</tr>
<tr>
<td>9</td>
<td>3/6</td>
<td>Spring Break!</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/13</td>
<td>K.A. &amp; H. Chapter 10- Evaluating Macro Practice Alinsky Chapter 7- Tactics</td>
<td>Quiz 9, Journal 6 Due</td>
</tr>
<tr>
<td>11</td>
<td>3/20</td>
<td>K.A. &amp; H. Chapter 8- Neighborhoods and Communities Alinsky Chapter 8- The Genesis of Tactic Proxy</td>
<td>Quiz 10, Journal 7 Due</td>
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<tr>
<td>14</td>
<td>4/10</td>
<td>Presentations</td>
<td>Quiz 13 Due</td>
</tr>
<tr>
<td>15</td>
<td>4/17</td>
<td>Presentations Young, W., Lessons on Leadership</td>
<td>Journal 10, Advocacy Project/Presentation, Post Test Due</td>
</tr>
<tr>
<td>16</td>
<td>4/21-4/26</td>
<td>Finals week</td>
<td>Final Exam (Quiz 14), Post test due No assignment accepted after April 26,</td>
</tr>
</tbody>
</table>