

Syllabus

Course Overview

In this course, you build on your micro and mezzo social work practice knowledge and gain a better understanding of the theory and skills required for social work best practices with larger groups, organizations, and communities. In particular, you will analyze macro social work practice models, including social planning, community organizing, social action, leadership, effective use of technology, supervision and community or organizational development, and change.

Master's of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, 21st-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills, the strengths-based perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners will develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths-based perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners engage in face-to-face residency experiences.

Webinars

To help you be successful in your program, your instructor holds an introductory webinar during the first week of the course. This webinar introduces all aspects of your course and provides you with an opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the [Adobe Connect](#) technology tool, both to enable you to connect live (synchronously) and to enable you to view the recorded session afterwards. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations. See the Unit 1 study entitled Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and papers, your instructor will present live (synchronous) webinars during several units of the course and will be holding office hours for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up to date on the Announcements and the Updates and Handouts sections of the courseroom.

Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Behaviors, and Learning Outcomes

Note: EPAS refer to the Council on Social Work Education, 2015 Educational Policy and Accreditation Standards. The standards are used for accreditation purposes for master's level social work programs. The purpose of the EPAS is to establish consistent academic and professional expectations across all social work programs.

Educational Policy and Accreditation Standards Competency and Expected Learning Outcomes

Council on Social Work Education Educational Policy and Accreditation Standard	Council on Social Work Education Generalist Behavior	Educational Policy and Accreditation Standards and Generalist Behaviors Alignment to Assignment
Competency 4: Engage in Practice-Informed		u03a1: Macro Analysis Paper

Research and Research-Informed Practice.

C4.GP.B: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

C4.GP.C: Use and translate research evidence to inform and improve practice, policy, and service delivery.

The purpose of this assignment is to analyze best practice skills and strategies to address a social services organization or practice problem. Learners first identify problems at the macro-level (larger group, organization, community, et cetera). Learners then conduct library searches of peer-reviewed articles. Finally, learners integrate best practice strategies into plans that address the problems.

This competency is measured through the following grading criteria:

1. Apply research-based strategies to the defined problem.

u10a1: Social Service Program Development

Based on their work in the Macro Analysis Paper and Presentation assignments, learners develop programs that eliminate gaps identified in their research surrounding the problems. Additional research to support the social service programs learners develop will be included. Learners include interviews of experts in the problem areas for

		<p>guidance on strategies and skills that are useful in the development of their programs.</p> <p>This competency is measured through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Develop a complete social service program to address the identified problem, using multiple sources of knowledge, including research-based knowledge and practice wisdom.
<p>Competency 5: Engage in Policy Practice.</p>	<p>C5.GP.A: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>C5.GP.C: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>u06a1: Macro Analysis Presentation</p> <p>For this assignment, learners present and extend the Macro Analysis Paper assignments they previously submitted by narrating recorded PowerPoint presentations.</p> <p>This competency is measured through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Summarize the problem and relevant peer-reviewed literature. 2. Integrate best practice strategies and skills into a holistic plan to address the problem.

		<p>u10a1: Social Service Program Development</p> <p>Based on their work in the Macro Analysis Paper and Presentation assignments, learners develop programs that eliminate gaps identified in their research surrounding the problems. Additional research to support the social service programs learners develop will be included. Learners include interviews of experts in the problem areas for guidance on strategies and skills that are useful in the development of programs.</p> <p>This competency is measured through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Provide leadership in promoting sustainable changes in service delivery and practice.
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</p>		<p>u03a1: Macro Analysis Paper</p> <p>The purpose of this assignment is to analyze best practice skills and strategies to address a social services organization or practice problem. Learners first identify problems at the macro-level (larger group, organization, community, et</p>

C6.GP.A: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

cetera). Learners then conduct library searches of peer-reviewed articles. Finally, learners integrate best practice strategies into plans that address the problems.

This competency is measured through the following grading criteria:

1. Synthesize best practice strategies and skills into a holistic plan to effectively prepare for action with individuals, families, groups, organizations, and communities.

u06a1: Macro Analysis Presentation

For this assignment, learners present and extend the Macro Analysis Paper assignments they previously submitted by narrating recorded PowerPoint presentations.

This competency is measured through the following grading criteria:

1. Summarize the problem and relevant peer-reviewed literature.
2. Integrate best practice strategies and skills into a holistic plan to address the problem.

		<p>u10a1: Social Service Program Development</p> <p>Based on their work in the Macro Analysis Paper and Presentation assignments, learners develop programs that eliminate gaps identified in their research surrounding the problems. Additional research to support the social service programs learners develop will be included. Learners include interviews of experts in the problem areas for guidance on strategies and skills useful in the development of programs.</p> <p>This competency is measured through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Develop a complete social service program to address the identified problem, using multiple sources of knowledge, including research-based knowledge and practice wisdom.
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Unit Assignments and Alignment to Competencies/Generalist Behaviors

Consistent with the Council on Social Work Education’s Educational Policies and Accreditation Standards, the Capella University Master of Social Work Program strives to build competency in its learners in nine areas. Specific core competencies are accomplished through course objectives stated in terms of underlying generalist behaviors comprised by the competency standard. This course contributes to learners’ mastery of the following specific core competencies through the respective behaviors and assignments:

Assignments / Learning Activity Weights

Activity		Alignment to Competency/EPAS/Behavior
1. Discussion Participation		Not Applicable
2. Unit Activities		
Activity		
<p>u03a1: Macro Analysis Paper</p> <p>The purpose of this assignment is to analyze best practice skills and strategies to address a social services organization or practice problem. Learners first identify problems at the macro-level (larger group, organization, community, et cetera). Learners then conduct library searches of peer-reviewed articles. Finally, learners integrate best practice strategies into plans that address the problems.</p>		C4.GP.B. C4.GP.C. C6.GP.A.
<p>u06a1: Macro Analysis Presentation</p> <p>For this assignment, learners present and extend the Macro Analysis Paper assignments they previously submitted by narrating recorded PowerPoint presentations.</p>		C5.GP.A. C5.GP.C. C6.GP.A.
<p>u10a1: Social Service Program Development</p> <p>Based on their work in the Macro Analysis Paper and Presentation assignments, learners develop programs that eliminate gaps identified in their research surrounding the problems. Additional research to support the social service programs learners develop will be included. Learners include interviews of experts in the problem areas for guidance on strategies and skills useful in the development of programs.</p>		C4.GP.B. C4.GP.C. C5.GP.A. C5.GP.C. C6.GP.A.
Total:		

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (C4.GP.B)
- 2 Use and translate research evidence to inform and improve practice, policy, and service delivery. (C4.GP.C)

- 3 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (C5.GP.A)
- 4 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (C5.GP.C)
- 5 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in to engage with clients and constituencies. (C6.GP.A)
- 6 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Once the [Capella University Bookstore](#) opens for the quarter, as a registered learner you receive an e-mail containing a direct link you can use to obtain your materials. Please follow the instructions provided to you by the bookstore to download digital materials. Some materials are available only in hard-copy format and will be shipped to you. The bookstore indicates any materials that may involve shipping.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Adobe Connect Hardware
Headset with microphone

Book

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson. ISBN: 9780133948523.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- O'Conner, M. K., Netting, F. E., & Fabelo, H. (2009). [A multidimensional agency survey](#). *Administration in Social Work*, 33(1), 81–104.
- Rajendran, K., & Chemtob, C. M. (2010). [Factors associated with service use among immigrants in the child welfare system](#). *Evaluation and Program Planning*, 33(3), 317–323.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [National Association of Social Workers](#). (n.d.). Retrieved from <http://www.naswdc.org>

Suggested

Optional

Unit 1 >> An Introduction to Macro Practice in Social Work

Introduction

This unit provides a historical context for the development of social welfare programs in community and organization practice. It highlights the importance of social policy practice for clients, profession, and agencies, with an emphasis on entitlement programs and underserved populations.

Advanced generalist social workers must be equipped to intervene at any point in the person-environment continuum. Since our clients live within communities and are constantly interacting with, and affected by, social services systems, macro skills enable us to effect change that promote social and economic justice at these levels.

Learning Activities

u01s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 1, "An Introduction to Macro Practice in Social Work," pages 1–28.

u01s2 - Introductory Webinar and Using Adobe Connect

You will participate in live webinars during the course. During these sessions, you have the opportunity to ask questions and engage in discussions with your instructor in real time. The webinars are recorded for asynchronous use by learners who are unable to attend the live sessions or who wish to review them in the future.

Check the courseroom announcements for the time and connection details for your introductory webinar.

In this unit, you are required either to attend the introductory webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor uses for this webinar is in the resources for this study.

This first webinar gives you an introduction to the course and an overview of the learning activities in which you will be participating, as well as a chance to engage in some Q&A with your instructor. Please do not hesitate to bring any questions you may have about the text, syllabus, or course.

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

- Review the following instructions on the Using Adobe Connect support page on Campus:
 - Attend a Meeting.
 - Configuring Audio (for either Windows or Mac).

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Announcements section of the course, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Introductory Webinar Unit 1 \[PPTX\]](#)

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u01d1 - What Is Macro Practice and Why Do We Need It?

Define and explain macro practice; provide a historical context for its evolution. Drawing on course text and outside readings, describe and explain the connection between working one-on-one with a client and working to solve community, systemic, or societal problems.

Response Guidelines

Respond to at least two other learners. Expand the discussion by providing a well-constructed example of a macro intervention related to the primary discussion author's definitions of community, systemic, or societal problems.

Please make your initial post by Thursday, and your response by Sunday evenings.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 2 >> The Historical Roots of Macro Practice

Introduction

In this unit, we cover the historical roots of macro practice. The profession of social work and macro practice developed in response to urbanization, which was triggered by mass immigration, industrialization, and population growth. As urban problems grew, society was forced to find ways of responding to the needs of its citizens, as informed by a number of ideologies such as social Darwinism.

Knowing the history of the profession and of oppressed and marginalized groups enables us to understand the development of modern macro systems that can either challenge or contribute to institutionalized oppression. With this knowledge, social workers are equipped to intervene on their clients' behalf.

Learning Activities

u02s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 2, "Historical and Contemporary Influences on Macro Practice," pages 29–58.

u02d1 - The Development of Macro Practice and the Profession

Netting, Kettner, McMurtry, and Thomas (2017) identify four changes in historical social conditions that contributed to the development of social work.

For this discussion, identify the four changes, discuss how they were historically relevant to social work, and state which period you believe had the greatest influence on the development of the social work profession.

Reference

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson.

Response Guidelines

Respond to the posts of at least two peers. Discuss how one of the following concepts intersects with the stages selected by the primary author: Darwinism, manifest destiny, social justice movement, or progressivism. Provide examples and citations from credible resources to support your discussion.

Please make your initial post by Thursday, and your response by Sunday evenings.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Understanding Problems and Populations

Introduction

In this unit, you are introduced to Netting, Kettner, McMurtry, and Thomas's (2017) "orderly, systematic, professionally assisted change." Although this process may be time-consuming, the social worker makes judgments about how and when to intervene.

This systematic change process parallels the assessment process at the micro-practice level—you learn to size up problems at the community, agency, and systemic levels. Understanding the macro problem at hand is essential for judicious interventions by social workers as agents of change.

Reference

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson.

Learning Activities

u03s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 4, "Assessing Community and Organizational Problems," pages 87–115.

u03a1 - Macro Analysis Paper

Assignment Overview

The purpose of this assignment is to analyze best practice skills and strategies to address a social services organization or practice problem. You first need to identify a problem at the macro level (larger group, organization, community, et cetera). You then conduct a library search of peer-reviewed articles. Finally, integrate best practice strategies into a plan that addresses the problem.

All reference material must be from peer-reviewed scholarly journals, edited books, official government documents, or reliable agency and organizational reports and documents approved by the instructor. Note that textbooks are *not* allowed as reference material for this assignment. Additionally, newspapers, Internet sites such as Wikipedia, and other non-peer-reviewed reference materials are not acceptable as references for this assignment. Using these materials as references result in failure of the assignment.

By successfully completing this assignment, you demonstrate your proficiency in the following EPAS and generalist behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.GP.B: *Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.*
 - C4.GP.C: *Use and translate research evidence to inform and improve practice, policy, and service delivery.*
 - Related Assignment Criterion:
 - 5. *Apply research-based strategies to the defined problem.*
- Competency 6: *Engage with individuals, families, groups, organizations, and communities.*
 - C6.GP.A: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.*
 - Related Assignment Criterion:
 - 6. *Synthesize best practice strategies and skills into a holistic plan to effectively prepare for action with individuals, families, groups, organizations, and communities.*

Assignment Description

In this assignment, you create a five-page paper identifying a macro-level problem related to a social services organization or practice. Use the Capella University Library and other credible sources. Perform a search for relevant, peer-reviewed articles that have been published in the past five years. You must use a minimum of eight peer-reviewed references in your analysis.

Assignment Instructions

In your paper:

- Describe the problem you have identified.
- Justify the selection by describing why this is a significant problem worth addressing. Provide evidence demonstrating the extent of the problem. Also, describe the impact the problem is having on macro level of practice.
- Summarize and synthesize the peer-reviewed literature related to the identified problem.
- Evaluate relevant theories and models found within the literature. Be sure to explore macro level theories or models related to your chosen problem. In your evaluation, explain the impact these theories and models may have on the identified problem and whether the impact improves or makes the problem worse.
- Analyze and synthesize best practice skills and strategies related to the problem found within the literature. Explore the variety of strategies used to reduce the problem. These strategies could be about social change or about advocacy.
- Combine these strategies and skills into a holistic plan to address the problem, after reviewing the literature.
 - Be sure that your plan contains a minimum of three integrated strategies.
 - Explain your reasoning using details and peer-reviewed literature.
 - Describe which types of strategies best apply to the problem (for example, social change strategies, advocacy strategies, et cetera).

Note: Remember to be as detailed as possible in developing your argument and ideas. Also, include relevant, peer-reviewed APA citations to support your analysis throughout the paper.

Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **References:** A minimum of eight scholarly resources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** Five typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Be sure to submit the assignment no later than 11:59 p.m. (Central time) on Sunday of this unit.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[How Do I Find Peer-Reviewed Articles?](#)

[Social Work Masters Library Research Guide](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

u03d1 - Gathering Information From Community Informants

It is always important to understand how key people in a community or organization perceive a condition or problem. Explain how you would go about sensitively and thoughtfully gathering information from key community informants. According to your text, what are at least three key questions one would ask when identifying relevant incidents influencing a problem?

Response Guidelines

Respond to the post of at least one peer. Propose an example of a community problem and discuss how you might use the questions proposed by the primary author to begin to design an intervention for change. Be clear and concise and include references as appropriate.

Please make your initial post by Thursday, and your response by Sunday evenings.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 4 >> Understanding Populations

Introduction

This unit continues to expand on the systematic change process introduced in Unit 3. The social worker as change agent conducts a systemic data collection and review of existing knowledge and historical perspectives of the problem and the affected populations.

Compiling this knowledge and data enables the social worker to get a picture of the multiple facets of the problem. Based on this study, the change agent can plan and implement an intervention strategy.

Learning Activities

u04s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 3, "Engaging With Diverse Populations," pages 59–86.

u04d1 - Cultural Competence Versus Cultural Humility

Read the NASW "Standards and Indicators of Cultural Competence in Social Work Practice" (2015) from the National Association of Social Workers website. Compare and contrast cultural competence and cultural humility, describing how they are similar and different. Explain the role of self-awareness in cultural competence and cultural humility. Use additional resources in your discussion to enrich your definitions and discussion. Use examples as appropriate.

Response Guidelines

Respond to at least two other learners. Identify and define four systems of oppression. Provide examples of how these affect your clients or your community. Discuss how you might use cultural competence or cultural humility to respond to clients who present with issues of oppression.

Please make your initial post by Thursday and your response by Sunday evenings.

Course Resources

Graduate Discussion Participation Scoring Guide

[National Association of Social Workers](#)

Unit 5 >> Understanding Communities

Introduction

Communities are an important part of the person-environment system. In this unit, we explore different definitions and types of communities, such as geographical, spatial, or territorial communities; communities of identification and interest; and personal networks or individual membership in multiple communities.

Although geographical communities are obviously place based, communities of identification and personal networks may be both place and non-place based. In later units, we will study a planned change model applicable to both place and non-place communities.

Generally, community theories focus on structure and function. Warren (1978, as cited by Netting, Kettner, McMurtry, & Thomas, 2017) identified five functions of community: (1) production, distribution, and consumption; (2) socialization; (3) social control; (4) social participation; and (5) mutual support. Twenty years later, Pantoja and Perry (1998, as cited by Netting, Kettner, McMurtry, & Thomas, 2017) added two additional functions: (6) defense and (7) communication. This knowledge enables social workers to assess whether a community is dysfunctional or incompetent with respect to these functions in meeting client needs.

Reference

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson.

Learning Activities

u05s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 5, "Understanding Communities," pages 116–152.

u05s2 - Webinar 2: Midpoint Check-In

This unit's webinar covers a quick review of units up to this point, and then looks ahead to the remaining assignments. As always, bring your questions and concerns!

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor uses for this webinar is in the Resources for this study. See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Midpoint Webinar Unit 5 \[PPTX\]](#)

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u05d1 - Community Organizing: Drumming Up Power and Change

The civil rights movement is an example of massive grassroots community organizing.

For this discussion:

- Identify and briefly describe three theories of power, politics, and change.
- Discuss at least two implications for community organizing for each identified theory.
- Explain how these same theories might apply to virtual communities.

Response Guidelines

Respond to the posts of at least two other peers whose posts are different from yours. Share how their posts stimulated your thinking about the topic.

Please make your initial post by Thursday, and your response by Sunday evenings.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 6 >> Assessing Communities

Introduction

This unit focuses on community assessment, as part of the client system environment. With the social work's emphasis on the person-in-environment perspective, advanced generalist social workers must be prepared to assess and intervene at the community level.

According to Netting, Kettner, McMurtry, and Thomas (2017), macro practice requires (1) focused and precise data collection; (2) analysis of historical trends; and (3) a thorough understanding of qualitative elements that reflect human experiences, interactions, and relationships. The community assessment provides one method of analyzing conditions within the community to enable the social worker to bring about needed change at this level.

Reference

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson.

Learning Activities

u06s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 6, "Assessing Communities," pages 153–187.

u06a1 - Macro Analysis Presentation

Assignment Overview

To implement new strategies at the macro level in social work, it is necessary to provide clear leadership and direction. It is also necessary to address how strategy changes are sustainable and improve the quality of social work services. The purpose of this assignment is to help you practice these skills.

By successfully completing this assignment, you demonstrate your proficiency in the following EPAS and generalist behaviors:

- Competency 5: *Engage in Policy Practice.*
 - C5.GP.A: *Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.*
 - C5.GP.C: *Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.*
 - Related Assignment Criterion:
 - 1. *Summarize the problem and relevant peer-reviewed literature.*
 - 2. *Integrate best practice strategies and skills into a holistic plan to address the problem.*
- Competency 6: *Engage With Individuals, Families, Groups, Organizations, and Communities.*
 - C6.GP.A: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.*
 - Related Assignment Criterion:
 - 1. *Summarize the problem and relevant peer-reviewed literature.*
 - 2. *Integrate best practice strategies and skills into a holistic plan to address the problem.*

Assignment Description

In this assignment, you synthesize the best practice skills and strategies you analyzed in your Macro Analysis Paper in Unit 3 to address a social services organization or practice problem. In your presentation, you need to address the sustainability of the strategies and discuss how these strategies improve the quality of social work services relevant to the identified problem.

You present and extend your Macro Analysis Paper by narrating a recorded PowerPoint presentation. Be sure to incorporate any relevant instructor or peer feedback from the Unit 3 assignment into your presentation.

Assignment Instructions

To complete this assignment, design a narrated PowerPoint presentation based on your revised Macro Analysis Paper in Unit 3. In your presentation:

- Describe the selected problem and the necessity of researching the problem (for example, why it is important to address this problem).
- Summarize your peer-reviewed research on the topic.

- Remember to provide APA citations on either the slide or in the notes of the presentation.
- Present any theory or models identified in your Unit 3 paper.
 - Incorporate the foundations of current research, generalist social work practice skills, client advocacy skills, and additional macro social work resources into the presentation as well.
- Present your integration of best practice strategies and skills into a holistic plan to address the problem.
 - Explain your reasoning using details and peer-reviewed literature.

In addition to synthesizing your Unit 3 paper, you also need to do the following in your presentation:

- Analyze the sustainability of the proposed strategies, considering the available resources.
 - How will these strategies endure over a long period of time?
 - What are the long-term impacts on the macro practice?
 - Would you need to seek additional resources, and if so, how would you procure them?
- Describe how implementing these strategies will improve the quality of social work services to address the identified issue.
 - What might occur if there is no intervention?
 - What is likely to change with your identified best practice intervention?

Note: Remember to be as detailed as possible in developing your argument and ideas. Also, include relevant, peer-reviewed APA citations to support your analysis throughout the presentation.

Additional Requirements

Your presentation should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **References:** A minimum of five scholarly resources. All literature cited should be current, with publication dates within the past five years.
- **Slide requirements:** 10–15 PowerPoint slides with simple, clear formatting.

Be sure to submit the assignment no later than 11:59 p.m. (Central time) on Sunday of this unit.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

DisabilityServices@Capella.edu

[APA Style and Format](#)

[Writing Feedback Tool](#)

[Using Adobe Connect](#)

[Social Work Masters Library Research Guide](#)

[How Do I Find Peer-Reviewed Articles?](#)

u06d1 - Systematic Community Assessment

Explain why a systemic approach to conceptualizing and assessing communities is necessary. Provide at least three reasons, supporting your claims with either course or additional credible resources. Apply your concepts to an example of assessing a community for needs.

Response Guidelines

Respond to the post of at least one peer. Discuss how the five levels of interaction among service providers, as discussed in your text, can be helpful in the example provided by the primary author. Be specific in your discussion as it relates to the example.

Please make your initial post by Thursday, and your response by Sunday evenings.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Understanding Organizations

Introduction

In this unit, you are introduced to early and contemporary organization theories that help social workers understand the organizations they work for or work with. Some of these (such as scientific management and the human relations school) provide guidelines on how to organize, while others (such as the bureaucracy theory and the decision-making model) offer conceptual strategies for analyzing organizations and their operations.

Organizational analysis in human service organizations is an important aspect of macro practice. In this unit, you will learn to apply organizational theories to specific problems often arising in human service organizations.

Learning Activities

u07s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 7, "Understanding Organizations," pages 188–225.

u07d1 - Theories of Management

Compare and contrast theory X and theory Y and management by objectives (MBO). Describe each theory before comparing their strengths and weaknesses. Which theory do you consider most applicable to a human organization with which you are affiliated? Explain why. Discuss in the context of an example, though be careful not to disclose identifiable information.

Response Guidelines

Respond to the posts of at least two peers. Identify how your post is similar or different to the primary author's post (including discussion of the theories, comparison of strengths and limitations, and most applicable rationale through an example situation). Critically compare the application of theories in the examples and explain your analysis using resources to support your position as needed.

Please make your initial post by Thursday, and your response by Sunday evenings.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Assessing Human Service Organizations

Introduction

Since understanding an organization's strengths and weaknesses would require years spent reviewing documents, analyzing data, and talking to stakeholders, the authors of your text propose that an overview of selected elements of the organization and its relationship to its environment can provide a sufficiently detailed understanding of existing problems, why they exist, and possible resolutions.

According to Netting, Kettner, McMurtry, and Thomas (2017), understanding an organization involves: (1) understanding the organization's environment and relationships between the organization and significant elements of this environment and (2) understanding the inner workings of the organization itself. Using the tools for assessing the organization outlined in this unit will enable a beginning social worker to better understand the organizational context of the identified problem and proposed changes.

Reference

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson.

Learning Activities

u08s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 8, "Assessing Human Service Organizations," pages 226–266.
- Use the Capella library to read the following:
 - O'Conner, M. K., Netting, F. E., & Fabelo, H. (2009). [A multidimensional agency survey](#). *Administration in Social Work*, 33(1), 81–104.
 - Rajendran, K., & Chemtob, C. M. (2010). [Factors associated with service use among immigrants in the child welfare system](#). *Evaluation and Program Planning*, 33(3), 317–323.

u08d1 - Culturally Friendly Organizations: What Is the Recipe?

According to Rajendran and Chemtob (2010), bureaucratically structured agencies that operate under strict organizational rules and regulations are less likely to be used by clients than less-bureaucratic agencies.

Given their findings, how would you structure a culturally responsive agency? Be specific, with reference to the article. Use at least one additional credible reference or resource to support your work.

Reference

Rajendran, K., & Chemtob, C. M. (2010). Factors associated with service use among immigrants in the child welfare system. *Evaluation and Program Planning*, 33(3), 317–323.

Response Guidelines

Respond to the posts of at least two peers. Critique and then provide feedback on the primary author's agency design. What are the strengths and weaknesses that you see in the proposed agency? Again, expand the conversation by contributing new ideas through the use of the reference article and at least one additional credible reference or resource to support your work.

Please make your initial post by Thursday, and your response by Sunday evenings.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Building Support for Proposed Changes

Introduction

Any planned change, regardless of the systems level, requires careful study and analysis before intervening. According to Netting, Kettner, McMurtry, and Thomas (2017), the information compiled during the study and analysis phases should be summarized into a working hypothesis of etiology and a working intervention hypothesis so that the intervention flows logically from an assessment of all the known contributors to the problem, need, issue, or opportunity.

With a clear conceptualization of the problem and subsequent intervention, the social worker can begin a systematic process of enlisting support of critical stakeholders. Change agents need to know which individuals and groups make up each environmental systems—the key players and their position on the proposed change. Without this knowledge, a change agent is severely limited in getting the change accepted.

Reference

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson.

Learning Activities

u09s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to read Chapter 9, "Building Support for the Proposed Change," pages 267–298.

u09s2 - Webinar 3: Final Check-In

This final webinar covers a brief review of Units 6–9, and helps set you up for success in the final assignment for the course. Bring all questions to the meeting!

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor uses for this webinar is in the Resources for this study. See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Final Webinar Unit 9 [PPTX]

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u09d1 - Promoting Change: Where Does It Start?

Identify and explain the four systems that promote change and the four systems that are the focus of change. What is your preferred focus of change, and what systems would you target?

Response Guidelines

Respond to the posts of at least two peers. Based on the primary author's proposed system and focus of change, consider the five approaches to change and provide an example (such as a setting). Discuss how you would pursue change. Be realistic and concise. Use your critical thinking skills to engage in deeper level discussion and support your ideas with credible references and/or resources.

Please make your initial post by Thursday, and your response by Sunday evenings.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Selecting Appropriate Strategies and Tactics

Introduction

In this unit, we study Netting, Kettner, McMurtry, and Thomas's (2017) systematic approach for identifying strategies and tactics to effect successful macro-level change. This process, which can be adapted to particular situations, includes the consideration of a number of political, interpersonal, and economic factors when assessing strengths and weaknesses of the proposed change.

Since change is always needed in communities and human services organizations, an advanced generalist social worker must be equipped to provide the professional guidance and consultation needed to effect this change. Interventions at the macro level alter the environment so it is more responsive to the needs of clients, individually and collectively.

Reference

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.). Boston, MA: Pearson.

Learning Activities

u10s1 - Studies

Readings

- Use your *Social Work Macro Practice* text to complete the following:
 - Read Chapter 10, "Selecting Appropriate Strategies and Tactics," pages 299–328.
 - Read Chapter 11, "Planning and Implementing the Intervention," pages 329–357.
 - Read Chapter 12, "Monitoring and Evaluating the Intervention," pages 358–380.

u10a1 - Social Service Program Development

Assignment Overview

Based on your work in the Unit 3 Macro Analysis Paper and the Unit 6 Macro Analysis Presentation, you now develop a program that eliminates a gap you identified in your research surrounding the selected problem. You need to do additional research to support the social service program you develop. Additionally, you need to interview an expert in the problem area for guidance on strategies and skills in the development of a program.

By successfully completing this assignment, you demonstrate your proficiency in the following EPAS and generalist behaviors:

- Competency 4: *Engage in Practice-Informed Research and Research-Informed Practice.*
 - C4.GP.B: *Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.*
 - C4.GP.C: *Use and translate research evidence to inform and improve practice, policy, and service delivery.*
 - Related Assignment Criterion:

- 2. *Develop a complete social service program to address the identified problem, using multiple sources of knowledge, including research-based knowledge and practice wisdom.*
- Competency 5: *Engage in Policy Practice.*
 - C5.GP.A: *Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.*
 - C5.GP.C: *Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.*
 - Related Assignment Criterion:
 - 6. *Provide leadership in promoting sustainable changes in service delivery and practice.*
- Competency 6: *Engage With Individuals, Families, Groups, Organizations, and Communities.*
 - C6.GP.A: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.*
 - Related Assignment Criterion:
 - 2. *Develop a complete social service program to address the identified problem, using multiple sources of knowledge, including research-based knowledge and practice wisdom.*

Assignment Description

Prior to developing a program, you need to do the following:

- Identify an existing gap in the strategies or skills used to address the problem you identified for your Unit 3 assignment. The gap could also pertain to the sustainability of the strategies or the improvement in the quality of social service delivery addressed in your Unit 6 assignment. You need to identify a gap in the existing strategies that you have read about and presented on.
- Conduct additional research for peer-reviewed resources to determine an appropriate program. Your program needs to be based on peer-reviewed research, but can also be guided by your experience in the field.
- Interview one social work leader who is an expert in your particular problem area to learn about strategies and skills that may address the identified problem.

Assignment Instructions

In your paper:

- Identify and describe a problem that arises from a gap in the existing best practice strategies.
 - Assess this gap based on what you learned when completing your previous macro-level assignments in Units 3 and 6.
 - Explain how the problem emerged from your previous macro-level analysis.
- Develop a social service program to address the identified problem, using multiple sources of knowledge, including research-based knowledge and practice wisdom. Use the following format:
 - Vision statement.
 - Mission statement.
 - Goals.
 - Objectives.
 - Methods and activities.
 - Implementation plan.
 - Evaluation metrics.
- Identify the method of evaluating the program. Be sure it identifies how you know if the program is helpful or not, and how you measure change in your social service program.
- Integrate technology into the program. Identify at least one technology (or way to use technology) in your program and support your chosen method with content from your literature review.
- Integrate theory by using multiple sources of research and practice wisdom in the social service program.
 - Use this section as an annotated bibliography to show content you have learned about theory and how to use it in your program.
- Reflect on the process of developing a social service program to target a specific problem. In your reflection:
 - Demonstrate how you integrated theory and practice when completing this assignment.
 - Write your summary from the annotated bibliography above as it synthesizes the literature more directly to address your identified problem.
- Provide leadership in promoting sustainable change in service delivery.
 - Evaluate the feasibility and sustainability of the program. Support your assessment with peer-reviewed literature.
 - Discuss how you provide leadership in promoting sustainable change in service delivery and practice.

Note: Remember to be as detailed as possible in developing your argument and ideas. Also, include relevant, peer-reviewed APA citations to support your analysis throughout your program plan.

Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **References:** 10–12 scholarly resources. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** 8–10 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Be sure to submit the assignment no later than 11:59 p.m. (Central time) on FRIDAY of this unit.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[How Do I Find Peer-Reviewed Articles?](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)