

**Syllabus**  
**SOWK 460 Social Work Practice III**  
**(3 credits)**

**COURSE DESCRIPTION**

Together, Social Work Practice I-III (SOWK 440, 450, 460) prepare students to engage in generalist practice at the micro (individuals and their families), mezzo (groups and organizations), and macro (communities) levels. This third course in the sequence provides foundations for practice at the macro level, at which social workers assist vulnerable populations indirectly and on a much larger scale. Emphases include case assessment, evidence-informed intervention strategies for positive change, and outcomes evaluation. The course emphasizes the value of inter-professional collaboration in addressing human needs. *Prerequisites: SOCI 355 Human Behavior in the Social Environment, SOWK 440 Social Work Practice I, SOWK 450 Social Work Practice II.*

**REQUIRED TEXTS & RESOURCES**

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2015). *Social work macro practice* (6th ed.). Boston: Pearson. ISBN-13: 9780205838912.

American Psychological Association (2010) *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: American Psychological Association, ISBN: 978-1-4338-0561-5.

**COURSE SCHEDULE**

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	<b>Learning Activities</b>	<b>Graded Assignments</b>
<b>Getting Started</b>	Introduce Yourself Forum	Due Sunday
<b>Week 1</b>		
	<b>Macro Social Work Practice: Historical &amp; Contemporary Influences</b>	
	Review: Power Points: Chapter 1: An Introduction to Macro Practice in Social Work; Chapter 2: Historical & Contemporary Influences on Macro Practice	
	Reading: Chapters 1, 2	
	Threaded Discussion: Macro Social Work Practice	Due Week 1, Day 5
	Writing Assignment # 1	Due Week 1, Day 7
	Final Research Paper: Continue Preparation	
	Group Project: Continue Preparation	
<b>Week 2</b>		
	<b>Diverse Populations</b>	
	Review: PowerPoint Chapter 3: Engaging Diverse Populations	
	Reading Chapter 3	
	Threaded Discussion: Diverse Populations	Due Week 2, Day 5
	Writing Assignment # 2	Due Week 2, Day 7
	Final Research Paper: Continue Preparation	
	Group Project: Continue Preparation	
<b>Week 3</b>		
	<b>Understanding Communities</b>	
	Review: PowerPoints Chapter 4: Assessing Community & Organizational Problems; Chapter 5: Understanding Communities	
	Reading chapters 4, 5	
	Threaded Discussion: Understanding Communities	Due Week 3, Day 5
	Writing Assignment # 3	Due Week 3, Day 7
	Final Research Paper: Continue Preparation	
	Group Project: Continue Preparation	
<b>Week 4</b>		
	<b>Assessing Communities</b>	
	Review: PowerPoint Chapter 6: Assessing Communities	
	Reading: Chapter 6	
	Threaded Discussion: Assessing Communities	Due Week 4, Day 5
	Writing Assignment # 4	Due Week 4, Day 7
	Final Research Paper: Continue Preparation	
	Group Project: Continue Preparation	

<b>Week 5</b>		
	<b>Human Service Organizations</b>	
	Review: PowerPoints Chapter 7: Understanding Organizations; Chapter 8: Assessing Human Service Organizations	
	Reading: Chapters 7, 8	
	Threaded Discussion: Human Service Organizations	Due Week 5, Day 5
	Writing Assignment # 5	Due Week 5, Day 7
	Final Research Paper: Continue Preparation	
	Group Project: Continue Preparation	
<b>Week 6</b>		
	<b>Change: Support, Strategies, &amp; Tactics</b>	
	Review: PowerPoints Chapter 9: Building Support for Proposed Change; Chapter 10: Selecting Appropriate Strategies & Tactics	
	Reading: Chapters 9, 10	
	Threaded Discussion: Change: Support, Strategies, & Tactics	Due Week 6, Day 5
	Group Project: Due	Due Week 6, Day 7
	Final Research Paper: Continue Preparation	
<b>Week 7</b>		
	<b>Interventions: Planning, implementing, Monitoring, &amp; Evaluating.</b>	
	Review: PowerPoints Chapter 11: Planning & Implementing Interventions; Chapter 12: Monitoring & Evaluating the Interventions	
	Reading: Chapters 11, 12	
	Threaded Discussion: Interventions: Planning, Implementing, & Monitoring	Due Week 7, Day 5
	Final Research Paper (Agency Assessment): Due	Due Week 7, Day 7

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

<b>Graded Assignments</b>	<b>Points Possible</b>
Introduce Yourself Forum	5
Threaded Discussions (7 @ 25pts)	175
Writing Assignments (5 @ 25pts)	125
Group Project: Narrated (350pts)	350
Research paper (350pts)	350
<b>Total Points:</b>	<b>1,005</b>

### Final Grades

The following scale will be used when calculating final grades:

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

Final grades will be posted according to the Academic Calendar (<http://point.edu/academic-calendar>).

### COURSE LEARNING GOALS & OBJECTIVES

<b>Goal 1:</b> The student will understand macro practice in social work		<b>Program Objective(s)</b>
	<b>Objective 1.1:</b> Students will define macro practice and its relationship to micro and mezzo practice.	SOWK 1.2
	<b>Objective 1.2:</b> Students will explain the theoretical and values foundation of macro practice.	SOWK 1.2
	<b>Objective 1.3:</b>	SOWK 2.8
<b>Goal 2:</b> The student will understand and assess communities and their problems		
	<b>Objective 2.1:</b> Students will define community, its dimensions, and functions	SOWK 2.2
	<b>Objective 2.2:</b> Students will evaluate a framework for assessing communities	SOWK 2.4
	<b>Objective 2.3:</b> Students will identify community practice models	SOWK 2.3, 2.4
<b>Goal 3:</b> The student will understand and assess organizations and their problems		
	<b>Objective 3.1:</b> Students will evaluate a framework for assessing organizations	SOWK 2.4
	<b>Objective 3.2:</b> Students will define organizations, their characteristics, and their functions	SOWK 1.2

	<b>Objective 3.3:</b> Students will identify and assess organizational structure theories	SOWK 2.4, 2.5
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<b>Goal 4:</b> Students will select, plan, and implement macro level interventions	
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	<b>Objective 4.1:</b> The student will identify and define change strategies/approaches	SOWK 2.3, 2.4, 2.5,
	<b>Objective 4.2:</b> Students will explain the use of logic models and action plans in planning and implementing macro level interventions	SOWK 2.3, 2.4, 2.5,
	<b>Objective 4.3:</b> Students will articulate the importance of monitoring and evaluation	SOWK 2.4, 2.5,

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## COURSE EXPECTATIONS

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences. The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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