GRACE ABBOTT SCHOOL OF SOCIAL WORK

PLANNING FOR SOCIAL CHANGE

SOWK 8540 | 3 credit hours
Class Meetings: TBD

Instructor: Lisa Smith, PhD, LMSW
Assistant Professor
(Dr. Smith, Dr S, Lisa; *She* | *Her* | *Hers*)

Office: Virtual

Office Phone: 502-472-0724

Email: Lsmith5@unomaha.edu
NOTE: Students should contact the instructor via email rather than by phone. Email messages will be responded to within 24 hours, excluding weekends, holidays, and breaks.

Office Hours: *Online Office Hours*: TBD or by appointment

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
Dept. Phone: 402.554.2793
Dept. Email: graceabbott@unomaha.edu

COURSE INFORMATION

Description

This course takes an in-depth look at the framework of macro-level problem solving and its application to all areas of social work practice. Focus will be placed on the critical exploration of social problems, their causes, and their potential solutions from a lens of broader social inequity.

Rationale/Overview

This course prepares advanced graduate students to apply macro level problem solving skills to all areas of social work practice. Throughout the semester, students will work in groups of 2-4 to develop a Proposal for Social Change addressing the social problem of their choice. Students will follow a process of inquiry informed by social innovation and evidence-based practice in constructing their hypothesis of intervention.

Course Objectives/Student Learning Outcomes

1. Critically analyze contemporary social problems within the broader context of historical social inequity, including anti-racism, diversity, equity, and inclusion (ADEI) within the United States.
2. Construct a hypothesis of intervention for a social problem following a process of inquiry and the use of macro-oriented analytical tools (e.g. SWOT analysis, Problem Tree Analysis, Pros and Cons of Acting, logic model) to critically consider both short- and long-term implications of social work interventions.
3. Consider the diverse values, interests, and biases of stakeholders involved in macro-level social change efforts, with special emphasis on the perspective and involvement of those directly affected by the social problem.
4. Evaluate the role of individual identity and privilege in macro-level social change efforts, including those of the social work student.
5. Integrate a macro social work perspective into everyday social work practice, regardless of professional role or level of intervention.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Myers-Lipton, S. (2023). CHANGE! A student guide to social action. Routledge: New York.

Additional reading materials will be provided through CANVAS.

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 Aug 26 to Sept 1	Introduction to the course and review syllabus Planning for Social Change	Read: From Charity Towards a Social Justice Paradigm
Session 2 Sept 2 to 8	Lecture: Social Action Overview & Understanding Social Problems	Read: Myers-Lipton Preface, Chapter 1 Discussion Board: Topic Proposal & Social Problem Tree
Session 3 Sept 9 to 15	Lecture: Set the Tone	Read: Chapter 2 Plato: The Allegory of the Cave Portfolio Assignment 1
Session 4 Sept 16 to 22	Lecture: How do we change it? Change theory	Read: Chapter 3 Portfolio Assignment 2
Session 5 Sept 23 to 29	Lecture: Building Power	Read: Chapter 4 Portfolio Assignment 3

Session/Date	Topic	Assignment
Session 6 Sept 30 to Oct 6	Lecture: Research	Read Chapter 5 Portfolio Assignment 4
Session 7 Oct 7 to 13	Lecture: Group Dynamics	Read Chapter 6 Portfolio Assignment 5
Session 8 Oct 14 to 20	Lecture: Strategy & Tactics	Read: Chapter 7 Portfolio Assignment 6
Session 9 Oct 21 to 27	Strategies & Tactics continue	Portfolio Assignment 7
Session 10 Oct 28 to Nov 3	Lecture: Campaign Kickoff	Read: Chapter 8
Session 11 Nov 4 to 10	Kickoff continue	Read: Chapter 9 Portfolio Assignment 8
Session 12 Nov 11 to 17	Lecture: Campaign Plan & Evaluation	Read: Chapter 9 & 10 Portfolio Assignment 9
Session 13 Nov 18 to 24	Lecture: Hero's and Shero's	Read Chapter 11 Portfolio Assignment 10
Nov 25 to Dec 1	Holiday	
Session 14 Dec 2 to 8	Student presentations	Peer Comments on Presentation Video's Peer Group Assessment
Session 15 Dec 9 to 14	Course Wrap-up (Course ends on Saturday!)	

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund TBD
Last day to withdraw from a course (via MavLink) with a grade of "W" TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Campaign Portfolio 1-10 (40 pts each) 400 points (total)

Seven macro critical reflection papers worth 10 points each.

Campaign Presentation 100 points (total)

Peer Group Participation Assessment 50 points (total)

550 points (total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

AI USAGE POLICY FOR CAMPAIGN DEVELOPMENT AND PORTFOLIO ASSIGNMENTS

Throughout this course, students are encouraged to leverage Artificial Intelligence (AI) tools creatively in the development and promotion of their social action campaigns. AI can be a powerful resource for brainstorming, content creation, and enhancing the overall impact of your campaign efforts. However, it's important to ensure that AI is used to complement, rather than substitute, your own critical thinking and creativity.

- **Creative Use for Campaigns:** You are encouraged to use AI tools to assist in generating ideas, designing promotional materials, and refining your campaign strategies. AI can help bring your concepts to life in innovative ways that enhance your understanding and execution of course material.
- **Portfolio Assignments:** AI should **not** be used to complete any portfolio assignments. These assignments are designed to assess your personal understanding, analytical skills, and independent work. Completing them without reliance on AI ensures that you are mastering the key concepts and skills of the course.
- **Disclosure and Integrity:** If you use AI for campaign development, you must transparently disclose the extent of AI involvement. Clearly indicate the percentage of AI usage and specify the sections or aspects where AI was applied. Proper citation of AI tools in APA format is required to maintain academic integrity.

AI reference citation in APA:
Title of AI Tool. (Year). Description of Type of AI tool. Retrieved from URL or Source

Intext citation: (Title, Year)

For example:
AI-Assist Pro. (2023). Natural Language Processing Tool [Software]. Retrieved from https://www.aiassistpro.com

Intext citation: (AI-Assist Pro, 2023)

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2022 EPAS.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	1. Critically analyze contemporary social problems within the broader context of historical social inequity, including anti-racism, diversity, equity, and inclusion (ADEI) within the United States. 4. Evaluate the role of individual identity and privilege in macro-level social change efforts,		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
	including those of the social work student.		
4 = Engage in Practice-Informed Research and Research-Informed Practice	2. Construct a hypothesis of intervention for a social problem following a process of inquiry and the use of macro-oriented analytical tools (e.g. SWOT analysis, Problem Tree Analysis, Pros and Cons of Acting, logic model) to critically consider both short- and long-term implications of social work interventions. 5. Integrate a macro social work perspective into everyday social work practice, regardless of professional role or level of intervention.		
5 = Engage in Policy Practice	3. Consider the diverse values, interests, and biases of stakeholders involved in macro-level social change efforts, with special emphasis on the perspective and involvement of those directly affected by the social problem.		

*Dimensions Key:

K = Knowledge
S = Skills
V = Value
CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

Applewhite, S. R., Kao, D., & Pritzker, S. (2018). Educator and practitioner views of professional competencies for macro social work practice. *International Social Work, 61*(6), 1169-1186.

Cosner Berzin, S., & Camerena, H. (2018). *Innovation from within: Redefining how nonprofits solve problems*. New York, NY: Oxford University Press.

Cox, Carole B., and Tina Maschi, eds. *Human Rights and Social Justice : Key Issues and Vulnerable Populations*. New York: Routledge, Taylor & Francis Group, 2023. Print.

Finn, Janet L. *Just Practice : A Social Justice Approach to Social Work*. Fourth edition. New York, NY: Oxford University Press, 2021. Print.

Goode, Rachel W et al. "Preparing Social Workers to Confront Social Injustice and Oppression: Evaluating the Role of Social Work Education." *Social work (New York)* 66.1 (2021): 39–48. Web.

Hill, K. M., Erickson, C. L., Plitt Donaldson, L., Fogel, S. J., & Ferguson, S. M. (2018). Perceptions of macro social work education: An exploratory study of educators and practitioners. *Advances in Social Work, 18*(2), 522-542.

Hoefer, Richard. "The Advocacy Coalition Framework—a Must-Know for Macro Social Work Policy Practice, Research, and Education." *Journal of policy practice and research (Online)* 4.1 (2023): 1–4. Web.

Hoffman, R. (2018).*Advancing social welfare policy through critical social work education and practice*. https://sophia.stkate.edu/dsw/31

Howard, H. G. (2018). Streams to ocean: Bridging the micro/macro divide. *Reflections: Narratives of Professional Helping, 24*(1), 65-71.

Joyner, Mildred C., and Angelo. McClain. *Social Work Speaks : National Association of Social Workers Policy Statements, 2021-2023*. 12th edition. Washington, D.C: NASW Press, 2021. Print.

Littman, Danielle Maude. "Third Place Theory and Social Work: Considering Collapsed Places." *Journal of social work : JSW* 21.5 (2021): 1225–1242. Web.

Marsiglia, Flavio Francisco, Stephen Stanley Kulis, and Stephanie Lechuga-Peña. *Diversity, Oppression, and Change : Culturally Grounded Social Work*. Third edition. New York, NY: Oxford University Press, 2021. Print.

Mor Barak, M. E. (2018). The practice and science of social good: Emerging paths to positive social impact. *Research on Social Work Practice*, 1-12.

Moya, E. M., Chavez-Baray, S. M., Martinez, O., Mattera, B., & Adcox, C. (2018). Bridging the gap between micro and macro practice to address homelessness in the U.S.-Mexico border region: Implications for practitioners and community stakeholders. *Reflections: Narratives of Professional Helping, 24*(1), 102-118.

Potocky-Tripodi, Miriam, and Mitra Naseh. *Best Practices for Social Work with Refugees and Immigrants*. Second edition. New York: Columbia University Press, 2019. Web.

Rudd, Stephanie Ellen. "Oppression in Social Work Education: How Do Oppression and Privilege Impact Social Work Educators' Pedagogy?" ProQuest Dissertations Publishing, 2022. Print.

Simon, James David, Reiko Boyd, and Andrew M. Subica. "Refocusing Intersectionality in Social Work Education: Creating a Brave Space to Discuss Oppression and Privilege." *Journal of social work education* 58.1 (2022): 34–45. Web.

Skirtz, A. (2018). Reflections on social work, social history, and practice experience: "It ain't the same if you're poor." *Reflections: Narratives of Professional Helping, 24*(1), 126-140.

Thomas, Madhavappallil. "Transforming Classroom Learning Through Community Study Projects in Macro-Social Work Practice Courses." *International Journal of Community and Social Development* 1.3 (2019): 192–210. Web

Williams Folayan, S., Iverson Hitchcock, L., & Zgoda, K. (2018). Using Twitter in reclaiming macro practice, and affirming our social work roots. *Reflections: Narratives of Professional Helping, 24*(1), 56-64.

Classic References

Thyer, B. A. (2008). Evidence-based macro practice: Addressing the challenges and opportunities. *Journal of Evidence-Based Social Work, 5*(3-4), 453-472.