COURSE SYLLABUS

I. COURSE DESCRIPTION

The primary purpose of this final practice methods course is to present students with an opportunity to apply the holistic perspective of generalist social work practice with communities and organizations in preparation for the field experience and eventual professional practice. They will examine smaller systems as they connect, interrelate, interact, and are impacted by organizations and communities. In this course students explore and apply generalist practice knowledge, values, and skills to the multiple interacting client systems through use and application of the problem solving process, appropriate theoretical concepts, liberal arts base, and professional foundation courses.

The student will learn to integrate and apply social work knowledge, values and skills to communities and organizations. Students will explore processes used to facilitate change within communities and organizations within the context of generalist social work practice functions in seeking social and economic justice for all client populations.

REQUIRED TEXTS:


RECOMMENDED TEXTS:

II. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:
• Is multi-level to include individuals, families, groups, organizations and communities
• Is multi-theory, allowing for the free selection of theories as appropriate
• Utilizes a problem identification and solving focus that follows a problem-solving framework
• Utilizes multiple interventions at multiple levels, as appropriate
• Addresses the complexity of individual, family, group, organizational and community system interactions
• Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
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

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education
IV. STUDENT LEARNING OUTCOMES (SLO)

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of holistic perspective of generalist social work practice with communities and organizations in preparation for professional practice (competency 1, 2, 6)

2. Make application of ethical standards, laws and regulations and their impact on all levels of practice (micro, mezzo, and macro levels.) (competency 1)

3. Apply ethical decisions-making strategies and concepts of critical thinking and will be able to apply critical thinking in the application of strategies in practice, research, and policy arenas as demonstrated in a seminar setting. (competency 1)

4. Demonstrate how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (competency 1)

5. Articulate their understanding of the value and role of social work in working with inter-professional teams. (competency 1, 8)

6. Discuss the importance of life-long learning and the ethical use of technology to the profession of social work. (competency 1, 2)

7. Demonstrate their knowledge of the dimensions of diversity and difference and the multiple factors that intersect with those dimensions and will demonstrate their knowledge of how the culture of a structure may be changed to be more powerful or privileged and/or may be oppressed, marginalized, or alienated. (competency 2)

8. Demonstrate knowledge of theories of human need and social justice and strategies that promote human rights and social and economic justice globally. (competency 3 and 4)

9. Demonstrate knowledge related to research methods consistent with advancing the profession and will demonstrate their understanding of the value of practice-informed research and research-informed practice. (competency 4 and 7)

10. Demonstrate the ability to apply knowledge relative to policy formulation, analysis, implementation and evaluation. (Competency 1, 4, 5 and 9)

11. Demonstrate knowledge relative to facilitate engagement with diverse clients and constituencies, including individuals, families and groups. (competency 2, 6, 7, and 8))

12. Demonstrate knowledge of theories of human behavior and the social environment, and will be able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families and groups. (competency 3, 5, 6, 7, 9)

13. Demonstrate ability to engage in inter-professional communication and inter-organizational collaboration. (competency 8)
V. INSTRUCTIONAL METHODS

The primary instructional model for this course is collaborative learning. Specifically, I will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, individual projects, and a group presentation. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be an active learner and to ask for clarification when you have questions. In order to be successful in the class, it is important that you attend regularly, read the assigned material, and come to class prepared to discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

VI. COMPUTER REQUIREMENTS

This course will utilize Desire2Learn (D2L) to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (see http://sfaonline.sfasu.edu/gettingstarted.html for details or the Center for Teaching and Learning (CTL). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Week 1
Course Overview/APA/D2L/EPAS
Introductory Course Material
Review of Generalist Practice and the Social Work Profession
Discuss Service-Learning Initiatives
*Homework on Theories Related to Macro Practice

Week 2
Generalist Practice with Organizations & Communities
Introduction to generalist practice with organizations and communities
Review of theories and knowledge related to macro practice
Ethics and Macro Practice
Readings: Brueggemann- Chapters 1-4; NASW Code of Ethics; IFSW/IASSW Code of Ethics; CSWE EPAS

Week 3
Generalist Practice with Organizations & Communities
History of macro social work practice
Readings: Brueggemann- Chapters 6, 10, 13; Garvin & Cox; Cooper (Orgs in
Engaging Communities and Organizations
Facilitating positive interaction with multiple systems and diverse and/or at-risk populations
Preparing for issue/problem identification and formulation of solutions
Identifying assets
Identifying preliminary goals
Impact of personal identity, personal and professional values, and cultural differences
Negotiation/conflict resolution
Readings: Mattison

Week 4

Data Collection and Assessment with Organizations
Identifying, accessing, and interpreting relevant data
Identifying organizational strengths/assets
Data collection methods relevant to organizational practice
Problem prioritization and planning/contracting
Ethical and culturally competent decision-making in organizational practice
Recognizing diversity within and between groups
Readings: Brueggemann- Chapter NASW Code of Ethics

Data Collection and Assessment with Organizations (cont.)
Case Study: “Don’t Put All Your Eggs in One Basket” And Other Lessons from a Rural Nonprofit Organization (Cooper)
Readings: Brueggemann- Chapter 5; NASW Code of Ethics; Cooper
Readings for Case Study: Besel & Andreescu; Giffords & Dina; Snively & Tracy; Gronbjerg

Week 5

Data Collection and Assessment with Communities
Identifying, accessing, and interpreting relevant data
Identifying community strengths/assets
Data collection methods relevant to community practice
Problem prioritization and planning/contracting
Ethical and culturally competent decision-making in community practice
Recognizing diversity within and between groups
Readings: Brueggemann- Chapter 5; Bilken; Kelly; Code of Ethics; Warren (1970)

TBA: Possible Guest Speaker or Documentary

Week 6

Data Collection and Assessment with Communities (cont)
Case Study: Service Delivery to Rural Hispanic Residents (Cooper & Avant)
Readings: Brueggemann- Chapter 5; Bilken; Kelly; Code of Ethics; Cooper & Avant
Week 7

**Community Interventions**
Overview of community interventions
Community Planning (Social Work)
Community Development
Community Organization
Community Building (Éwalt, Freeman, & Poole)
Building Community Capacity (Chaskin, Brown, Venkatesh, & Vidal)
Resolving Community Conflict
Related Individual and Group Skills
Building Community Partnerships
Overview of the Community Partnership Model (Poole)
Action Principles: Agenda Building, Structure, Analysis, Ownership, Technology, & Stewardship

**Readings:** *Brueggemann- Chapters 6-9; Poole & More; *Kretzman & McKnight; Cnaan & Rothman; Cox; Julian; *Poole (2002); Bilken; Kelly; Greenleaf; Block; Maynard & Poole; Cooper & Avant

Week 8

**Group Meeting 1** (students responsible for week 7 readings)

Assignment A Due ____________

**Building Community Partnerships** (cont.)
**Readings:** Poole (2002); Bilken; Kelly; Greenleaf; Poole & More; Block; Maynard & Poole; Cooper & Avant

Week 9  
TBA

Week 10  
**Guest Speakers – Interdisciplinary/Inter-professional Approaches**

**Group Meeting 2**

**Organizational Interventions**
Overview of Organizational Interventions
Organizational Development (Facilitating Organizational Change)
Program planning, development, and evaluation
Strategic planning Leadership
Resolving Organizational Conflict
Related Individual and Group Practice Skills
**Readings:** Brueggemann- Chapters 10-12; Greenleaf

Week 11  
**Group Meeting 3** (Day 1) see the schedule on page 21 of the syllabus
Group Meeting 3 (Day 2)

Organizational Interventions (cont.)
Readings: Brueggemann- Chapters 10-12; Greenleaf

Week 12

Group Meeting 4

Building Interorganizational Relationships
Theories of Interorganizational relations
Types of Interorganizational relationships
Components of collaboration
Barriers to collaboration
Practical examples of collaboration and other interorganizational relationships
Developing, facilitating, and maintaining collaborative relationships
Readings: Anderson; Gibaja; Provan & Milward; Snively & Tracy; Springer, Sharp, & Foy

Week 13

Group Meeting 5

Week 14 Assignment B Due ______________

Evaluating Interventions with Organizations and Communities
Quantitative and qualitative evaluation methods
Analyzing and evaluating contracts (goals, objectives, and tasks)
Reviewing and reformulating contracts (goals, objectives, and tasks)
Social Network Analysis
Concept Mapping
Working Together (Omni Institute Collaboration Profile)
Readings: Poole, Ferguson, & Schwab; Ferguson, Poole, DiNitto, & Schwab; Poole, Ferguson, DiNitto, & Schwab; Provan & Milward; Poole (2003)
Week 15

**Termination with Organizations and Communities**
- Disengaging with organizations and communities
- Decision-making and termination
- Planning for termination and sensitivity to feelings

**Readings:** Kahn

Week 16

**Community Organizational Practice**

**Case Study:** Service Delivery to Rural Hispanic Residents (Cooper & Avant)

Evaluation of Service-Learning Initiatives

Dead Week: Complete Course Material and Course Evaluations

**FINAL EXAMS**

**VIII. COURSE REQUIREMENTS:**

A. **Class Attendance and Participation:** In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

**Cell Phones/Pagers/Electronic Devices:** Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from the final average.

B. **Readings:** The course outline provides a list of required readings for each week. Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

C. **Exams:** Two major application exams will be given during the semester. Exam I will cover Generalist Practice with Organizations and Communities through Data Collection and Assessment with Communities. Exam II will cover Community Interventions through Termination with Organizations and Communities. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses (online), and guest presentations are subject to examination. The exams will consist primarily of essay questions that require you to apply the material to macro practice situations.

You are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [http://www.sfasu.edu/73.asp](http://www.sfasu.edu/73.asp)). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. I will schedule make-up exams
D. **Quizzes:** A total of 8 quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. *The quizzes will be unannounced and may occur at any time during the class period.*

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin. I will schedule make-up quizzes.

E. **In-class Group Meetings:** A total of five in-class group meetings with me will be held during the semester. The purpose of these meetings is to provide you support and guidance in the development of your group paper and presentation. You are expected to come to the meeting prepared to discuss your progress and any issues that may arise. You are also expected to actively participate in each meeting. The meetings are worth 15 points each, which will be based on attendance and participation. I will assign you to a group by the second week of class. See the assignment description for details.

Missing a group meeting, regardless of the reason, will result in a grade of “0” for that meeting.

F. **Assignments:** You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A & B are to be typewritten by word processor in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points. See the descriptions of Assignments A & B for guidelines.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

**Grading**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>2 @ 100 pts. each = 200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>8 @ 10 pts. each = 80</td>
</tr>
<tr>
<td>Group Meetings</td>
<td>5 @ 15 pts. each = 75</td>
</tr>
<tr>
<td>Assignment A</td>
<td>= 100</td>
</tr>
<tr>
<td>Assignment B</td>
<td>= 100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>= 555</td>
</tr>
</tbody>
</table>

**Grading Scale**

- A 497 – 555
- B 441 – 496
- C 386 – 440
- D 330 – 385
- F 0 – 329
IX. ACADEMIC INTEGRITY
SFASU Policy A-9.1

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Withheld Grades Semester Grades Policy (SFA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/5.5_course-grades.pdf
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct of Conduct SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see the following link for the complete policy:
http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)
http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
Assignment A: Community Needs Assessment

The purpose of this assignment is to work individually to prepare a critique the San Augustine County Social Services Needs Assessment completed by SWK 450 students during the spring 2012 semester. Specifically, you will write a constructive critique of the needs assessment that clearly identifies its strengths and weaknesses, as well as specific suggestions for improvement. Your critique should be based on the best practices for community assessments (see the course readings and your lecture notes) and the expectations for the needs assessment assignment (included at the end of this description). Your critique should be 6-9 pages in length (excluding the cover and reference pages). I strongly encourage you to organize your critique in a manner that is consistent with the needs assessment format included below.

I will evaluate your critique based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines.

You must submit the assignment to D2L no later than 9:30am on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate D2L dropbox.

The assignment is worth a total of 100 points, including 10 points for grammar, organization, and APA style and format.

Please refer to the course schedule for the due date.

CONTINUES ON NEXT PAGE
**Needs Assessment Format and Expectations**

In order to assist you with your critique, I have included the specific expectations for the *San Augustine County Social Services Needs Assessment* below:

**Introduction**
This section serves to introduce the topic and tell the audience what the paper will cover. Be sure that you clearly demonstrate the importance of the topic and its connection to direct generalist social work practice.

**Community Profile**
This section should provide an overview of San Augustine County and is to be informed by various resources including, but not limited to interviews with community stakeholders, census data, health and human services data, and public records.

**Community Overview**
The emphasis of this section is to be on the County, but should also include the City of San Augustine and the City of Broaddus.

**Geographical and political boundaries.** What are the geographical boundaries of the community? What are the political boundaries of the community?

**Demographics.** Describe the community’s demographics (ethnicity, gender, age, religion, socioeconomic groups, education, income, etc.). You need to rely on the U.S. Census Bureau for this information.

**Economy.** Describe the economic base of the community. This is to include a discussion of the sectors of the economy and the major employers. Is the economy able to meet the needs of the community members? Is the economy able to meet the needs of the community?

**Community Values**
**Values.** What are the predominant values in the community?

**Differences in values.** Are there groups in the community who have values that differ from the predominant values? (Identify the groups, their values, and the differences). What value conflicts are present in the community? How are the groups impacted by these differences/conflicts? How is the community impacted?

**Giving and receiving help.** How do people in this community feel about giving and receiving help? Are there groups that they are more willing to help? Are there groups that they are less willing to help?

**Inclusion in community decision-making.** How do people in the community feel about including consumers of social services and at-risk populations in community decision-making?
Recognizing and Embracing Differences

**Discrimination and oppression.** What differences are observed between those who need assistance (consumers of social services and those who are at-risk) and those who do not? What forms of discrimination are experienced by those who are in need of assistance? What barriers are present that serve to inhibit those who are in need of assistance from participating in the larger community?

**Embracing Diversity.** How are these differences viewed by the larger community? Are those who are in need of assistance oppressed because of these differences?

**Social Issues Profile**

This section should provide an overview of the social issues in the County of San Augustine and should be informed by various resources including, but not limited to interviews (members of the target population, community members, community leaders, etc.), census data, health and human services data, and public records.

**Poverty**

Students should provide an overview of the issue and the target population that addresses the following questions:

*Description of the Social Issue*

1. What is known about the history of the social issue in this community?
2. What is the scope (number of people impacted, geographic location, and intensity)?
3. What information (data) is available on this social issue? How is the available information (data) used within the community?
4. What sources of information (date) are available to aid in understanding the community’s social issues?
5. What other social issues that are present in the community appear to be related to this issue?

*Target Population*

1. What is known about the history of the target population in this community?
2. How many persons comprise the target population and what are their relevant characteristics? How does the group compare to demographics of community (local, state, etc.)?
3. How do persons in the target population perceive their needs? (empowerment, freedom from oppression, access to opportunities, barriers, resources, protection, services)
4. How do persons in the target population perceive their community and its responsiveness to their needs? (concerns, problems, needs, issues)
5. What physical and social barriers are faced by the target population?
6. Are there subgroups of the target population who are experiencing major social issues?
7. What are the major social issues affecting the target population as perceived by their spokesperson? To what extent are they interconnected?
Child Abuse  (follow the above format outlined for poverty)

Health Care  (follow the above format outlined for poverty)

Behavioral Health Care  (follow the above format outlined for poverty)

Health and Human Services Profile

This section should provide an overview of the health and human service organizations in your community and should be informed by various resources including, but not limited to interviews (members of the target population, community members, community leaders, health and human services workers/administrators, etc.), census data, health and human services data, and public records.

Existing Resources

Poverty and housing. What resources are available to address this issue? What are the existing community agencies and groups currently seen as the major service providers related to this issue? (This format applies to the following subsections as well)

Employment.
Education.
Child abuse/neglect.
Health care.
Behavioral health care.
Additional resources.

Access to Resources

What factors affect how the target population accesses and utilizes resources within the community? What roles do citizens and consumers play in the control of services to the target population?

Strengths and Assets

What strengths or assets are possessed by the various systems in the community? Be sure to look for assets at multiple levels (family, group, organizational and community). How can these strengths/assets be employed to address the identified issues? How can these strengths/assets be employed to empower the target populations?

What strengths or assets are possessed by the health and human services system? How can these strengths/assets be employed to improve the delivery of health and human services?

*Keep in mind that everyone and every system has assets, regardless of the severity of the issues faced!*

Conclusion

Be sure to summarize the main points of your proposal. This is your chance to reiterate the important points of your proposal and to make sure the audience understands its importance!

References

Be sure to include a reference for each source cited in the body of the paper. You should have at least three reliable sources that support the information presented.
Assignment B: Macro Intervention Proposal

I will assign you to small groups, each of which will work together to formulate and propose a macro level intervention framed in the context of the Community Partnership Model. Specifically, I will assign each group a social issue identified in the San Augustine County Social Services Needs Assessment. Your group will then design an intervention for the assigned social issue (this is to be done in the context of San Augustine County). Since this is a proposal (you are proposing what you will do, not discussing what you have done), you need to clearly explain how you would implement each step and support your decisions/recommendations with information from social work literature. This assignment should follow the format provided below and include the noted information:

Introduction

Introduce your topic and tell the audience what the paper will cover. This includes identifying the community and issue. Be sure that you clearly demonstrate the importance of the topic and its connection to generalist social work practice. This should consist of 1-2 paragraphs.

Application of the Community Partnership Model

Agenda Building (15pts)

Introduce the concept of agenda building and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

Decision-Making Body. Identify the decision-making body you are going to approach and justify your choice (1 paragraph).

Agenda-Building Group. Identify the potential members (or positions) of your group and justify your choices (1 paragraph). This will be followed by a discussion of how you will recruit them and why (1 paragraph).

Developing the Presentation. Discuss what will happen at first meeting (1-2 paragraphs) and the steps that will occur up to the presentation (1 paragraph).

Social Work Values, Ethics and Practice. Explain the connection between the process you describe and social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 5 of the 15 points for this section.

Structure (15pts)

Introduce the concept of structure and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

Proposed Structure. You need to identify your proposed structure and explain why you
think it is the best structure given the context of the issue (1 paragraph).

**Description of the Proposed Structure.** This subsection should provide a description of the proposed structure, which can be presented as an outline of a constitution and by-laws or narrative description of the structure. You need to include a narrative (1-2 paragraphs) that justifies your choice in structure and clearly explains how the proposed structure allows for citizen and professional involvement in the community building process. See the examples on D2L and the chapter in Brueggemann on program development for guidance.

**Social Work Values, Ethics and Practice.** Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 5 of the 15 points for this section.

### Analysis (15 pts)
Introduce the concept of analysis and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

**Overview of the Community, Social Issue, and Health and Human Services.** Typically this would be three separate subsections. However, since this section is based on the San Augustine Needs Assessment, you only need to provide a summary of these items (2-3 paragraphs). Briefly describe the community (demographics, values, and economy), assigned social issue, and the health and human services system (include what is present, what is absent, and barriers to access).

**Process of Analysis.** Describe the process you will use to ensure community involvement in the analysis process (CAR/PAR). This should take 1-2 paragraphs.

**Alternative Solutions.** You need to formulate and include at least three viable alternatives based on the community needs assessment. Each of these alternatives is to include interventions with at least two systems (organizations and communities). You need to clearly describe and justify each of the alternatives. Each alternative should be given a paragraph (3 paragraphs total). You need to cite at least one source for each of your alternative solutions.

**Social Work Values, Ethics and Practice.** Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 5 of the 15 points for this section.

### Ownership (15pts)
Introduce the concept of ownership and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

**Establishing and Maintaining Ownership.** You need to outline and clearly explain how you would go about establishing and maintaining community ownership of both the issue/problem and the solution. Also, you need to talk about how you will know that you have established ownership. The focus of this discussion should be on describing how activities in each of the other 5 steps help to establish and/or maintain ownership. Be sure to make the connection between evaluation and accountability. This section should be 3-5 paragraphs.

**Social Work Values, Ethics and Practice.** Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 5 of the 15 points for this section.

### Technology (15pts)
Introduce the concept of technology and explain it in the context of your project (1
paragraph). This should be brief as the details will be provided in the following subsections.

**Intervention.** This section should provide an overview of the chosen solution(s). You need to justify each choice. In other words, why is this intervention the best? You need to support your choices with evidence from the literature (at least one source). (2-3 paragraphs)

**Description of the Intervention.** Your description should include the target population (who will receive services?), eligibility criteria, service region, services, staffing, facilities, funding, etc. Brueggemann’s chapter on program development will help you with this. You need to cite at least one source that supports your proposed intervention. (3-5 paragraphs)

**Social Work Values, Ethics and Practice.** Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 5 of the 15 points for this section.

**Stewardship (15pts)**

Introduce the concept of stewardship and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

**Implementation.** Clearly outline and explain how you will implement the program. This should include a discussion of how the program will be funded and evaluated. In terms of evaluation, you need to talk about the ongoing evaluation process and how that information will be used to improve service delivery. This discussion should be linked to accountability. (2-3 paragraphs)

**Sustainability.** You need to discuss the mechanisms that will be put in place to ensure long term success/stability of the intervention. This includes how the program will sustain itself financially, a key element of which includes how the funding base will be diversified in order to increase stability. See the lecture notes on organizational assessment and the articles from the “Eggs” case study for more information about this issue. (1 paragraph)

**Leadership.** You need to discuss leadership. Specifically, what measures will be taken to ensure that leadership maintains a focus on the group’s best interest. This should also include talking about how the group will ensure leadership development and the role of leadership in sustainability. (2-3 paragraphs)

**Termination.** Also, assume that at this stage it would be appropriate for you to end your involvement in the process- explain how you would go about termination. (1 paragraph)

**Social Work Values, Ethics and Practice.** Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 5 of the 15 points for this section.

**Conclusion**

Be sure to summarize the main points of your proposal. This is your chance to reiterate the important points of your proposal and to make sure the audience understands their importance! The paragraph should move from specific to broad statements/ideas. (1-2 paragraphs)
References

Be sure to include a reference for each source cited in the body of the paper. You need to cite and reference the following: 1) at least one source for each of your alternative solutions (analysis), 2) at least one source that supports your proposed intervention (technology), and 3) the theory(s) that underlie your proposal.

The final paper must include a statement that identifies each group member and his/her specific responsibilities for developing the paper. Each of you is expected to take responsibility for facilitating two of the following activities: writing a section of the paper (introduction, agenda building, structure, analysis, ownership, technology, stewardship, and conclusion), creating the reference page, and/or making the final edits (transitions, consistency, etc.). One of your two tasks must include a major content area (agenda building, structure, analysis, ownership, technology, or stewardship). You will assign these tasks during the first in-class group meeting.

You need to be sure that your discussions throughout the paper are consistent with the model and involve practice with multiple systems (at least organizations and communities).

The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines.

Groups will submit the assignment to D2L no later than 9:30am on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate D2L dropbox.

The assignment is worth a total of 100 points, including 10 pts for grammar, organization, and APA. Given that this is a group project, group members will receive the same grade. However, if it becomes apparent to me that an individual did not make a fair and reasonable contribution to the project, he/she may receive a lesser grade than his/her group members.

Please refer to the course schedule for the due date.
In-Class Group Meetings

As previously noted, I will meet with you and your group on five separate occasions for the purpose of supporting you in the development of your group paper (Assignment B). The grade for each group meeting will be based on attendance and participation (15 pts for each meeting). I will meet with each group in the classroom. While I am meeting with a group, the other groups are expected to work on their projects. The schedule follows:

**Group Meetings 1, 2 4, 5:**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>9:30 am to 9:45 am</th>
<th>Group 4</th>
<th>10:15 am to 10:30 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2</td>
<td>9:45 am to 10:00 am</td>
<td>Group 5</td>
<td>10:30 am to 10:45 am</td>
</tr>
<tr>
<td>Group 3</td>
<td>10:00 am to 10:15 am</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group Meetings 3:**

<table>
<thead>
<tr>
<th>Day 1</th>
<th></th>
<th>Day 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 9:30 am to 9:55 am</td>
<td>Group 4 9:30 am to 9:55 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2 9:55 am to 10:20 am</td>
<td>Group 5 9:55 am to 10:20 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3 10:20 am to 10:45 am</td>
<td>Class Meeting 10:20 am to 10:45 am</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group Meeting 1:** Our primary objectives for this meeting are to assign responsibilities for the paper, answer any questions you have about the assignment, and assign tasks for the next meeting.

**Group Meeting 2:** Our primary focus during this meeting will be on applying agenda building, structure, and analysis to your assignment. The group members responsible for these action principles will be expected to help me lead the discussion.

**Group Meeting 3:** Our primary focus during this meeting will be on applying ownership and technology to your assignment. The group members responsible for these action principles will be expected to help me lead the discussion.

**Group Meeting 4:** Our primary focus during this meeting will be on applying stewardship to your assignment. The group member(s) responsible for this action principle will be expected to help me lead the discussion.

**Group Meeting 5:** The purpose of this meeting is for you to provide an overview of your final paper. Each member of the group is expected to present on his/her part(s) of the paper. We will also use this meeting to answer any final questions you have about your paper.


Cooper, H. S. (2004). “Don’t put all your eggs in one basket” and other lessons learned from a rural non-profit organization. Nacogdoches, TX: Author.


Ferguson, M., Poole, D., DiNitto, D., & Schwab, A. J. (2002). Raising a flag of caution in the race
for community-based approaches to rural welfare reform: Early findings from Texas. *Southern Rural Sociology, 18*(1), 204-221.


Kretzman, J. P. & McKnight, J. L. (1993). *Building communities from the inside out: A path towards finding and mobilizing a community’s assets.* Chicago: ACTA Publications.


SUGGESTED READINGS


