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:


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 Brightspace/D2L to support the delivery of course content (for help with Brightspace/D2L go to https://www.sfaonline.info/supportandtutorials). You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets SFA’s minimum computer requirements (see https://www.sfaonline.info/d2ltutorials for details). 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  
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- Chapter 1; Kirst-Ashman & Hull- Chapter 1; NASW Code of Ethics; IFSW/IASSW Code of Ethics; CSWE EPAS

Week 2  
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  
Readings: Kirst-Ashman & Hull- Chapter 4  
Group Meeting 1
Week 3  Assessing and Planning 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: Kirst-Ashman & Hull- Chapter 6; NASW Code of Ethics; Scales et al (Ch 6)

Assessing and Planning 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: Kirst-Ashman & Hull- Chapter 5 & 6; Bilken; Kelly; NASW Code of Ethics; Scales et al (Ch 10); Warren (1970)

Week 4  Group Meeting 2
Assessing and Planning with Communities (cont)
Readings: Kirst-Ashman & Hull- Chapter 5 & 6; NASW Code of Ethics; Scales et al (Ch 10); Warren (1970)

Week 5  Assessing and Planning with Communities (cont)
Case Study: Service Delivery to Rural Hispanic Residents (Cooper & Avant)
Readings: Kirst-Ashman & Hull- Chapter 5 & 6; NASW Code of Ethics; Cooper & Avant

Community Interventions (Implementation)
Community Planning (Social Work Planning)
Community Development
Community Organization
Community Building (Ewalt, Freeman, & Poole)
Building Community Capacity (Chaskin, Brown, Venkatesh, & Vidal)
Readings: Brueggemann- Chapters 4, 5, 6, 7, & 8; Poole & More; Kretzman & McKnight; Cnaan & Rothman; Julian

Week 6  Exam I
Community Interventions (Implementation) (cont)

Week 7  Group Meeting 3
Community Interventions (Implementation) (cont)
Readings: Brueggemann- Chapters 4, 5, 6, 7, & 8; Poole & More; Kretzman & McKnight; Cnaan & Rothman; Julian
Group Meeting 4 (date/location to be determined)

Week 8  Group Meeting 5 (Tentative)
Building Community Partnerships
Overview of the Community Partnership Model (Poole)
Action Principles: Agenda Building, Structure, Analysis, Ownership, Technology, & Stewardship
Readings: Poole (2002); Greenleaf; Poole & More; Block; Maynard & Poole

Week 9  Building Community Partnerships (cont)
Readings: Poole (2002); Greenleaf; Poole & More; Block; Maynard & Poole
Week 10  Organizational Interventions (Implementation)
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 4, 9, 10, 11, & 12; Greenleaf
Assignment A Draft Due

Week 11  Group Meeting 6
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; Cooper (2008); Cooper & Avant; Gibaja; Provan & Milward; Snively & Tracy; Springer, Sharp, & Foy

Week 12  Group Meeting 7
Building Interorganizational Relationships (cont)
Readings: Anderson; Cooper (2008); Cooper & Avant; Gibaja; Provan & Milward; Snively & Tracy; Springer, Sharp, & Foy

Week 13  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: Kirst-Ashman & Hull- Chapter 8; Ferguson, Poole, DiNitto, & Schwab; Poole, Ferguson, DiNitto, & Schwab
Group Meeting 8

Week 14  NO CLASS – Thanksgiving Break

Week 15  Evaluating Interventions with Organizations and Communities (cont)
Readings: Kirst-Ashman & Hull- Chapter 8; Ferguson, Poole, DiNitto, & Schwab; Poole, Ferguson, DiNitto, & Schwab
Assignment A Due
Termination and Follow-Up with Organizations and Communities
Disengaging with organizations and communities
Decision-making and termination
Planning for termination and sensitivity to feelings
Readings: Kirst-Ashman & Hull- Chapter 8; Kahn

Week 16  Final Exam – Tuesday – 8 to 10 am
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 Assessment and Planning with Communities. Exam II will cover Community Interventions through Termination and Follow-Up 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). 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, regardless of the reason, will result in a grade of “0” for the quiz.

E. In-class Group Meetings: A total of eight 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. Points for the meetings are earned 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>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 2 @ 100 pts.</td>
<td>= 200</td>
</tr>
<tr>
<td>Quizzes 8 @ 10 pts.</td>
<td>= 80</td>
</tr>
<tr>
<td>Group Meetings</td>
<td>= 125</td>
</tr>
<tr>
<td>Assignment A Draft</td>
<td>= 50</td>
</tr>
<tr>
<td>Assignment A</td>
<td>= 100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>= 555</td>
</tr>
</tbody>
</table>

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>497 – 555</td>
</tr>
<tr>
<td>B</td>
<td>441 – 496</td>
</tr>
<tr>
<td>C</td>
<td>386 – 440</td>
</tr>
<tr>
<td>D</td>
<td>330 – 385</td>
</tr>
<tr>
<td>F</td>
<td>0 – 329</td>
</tr>
</tbody>
</table>

**IV. 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.
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 complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

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/4.1-student-academic-dishonesty.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 the Student Conduct Code, policy D-34.1). 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
V. 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, go to http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf.
Assignment A: Community Assessment

The purpose of this assignment is to work as a class to develop a community assessment for Nacogdoches County, Texas with an emphasis on health care. You will work in groups to complete elements that will be assembled into a community assessment to be shared with Brown Family Health Center.

I will assign you to groups and provide you with information about your specific responsibilities by the end of the second week of class. The final draft of the community assessment and a presentation of the information will be delivered to Brown Family Health Center during the spring of 2020. The assessment will be organized as follows:

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 Nacogdoches County, including a description of the communities, geographical and political boundaries, demographics, economy, housing, key social issues, and community strengths/assets. Sources will include, but not be limited to interviews with community stakeholders, census data, health and human services data, and public records. This section will be written by Dr. Cooper.

Health and Health Care

This section should provide an overview of health and health care in Nacogdoches County. It should be informed by various resources including, but not limited to interviews (community members, community leaders, etc.), census data, health and human services data, and public records. This section will be written by Group 1.

Description of Health and Health Care

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?

Residents Who Face Significant Barriers to Accessing Health Care Services

1. What is known about the history of the population in this community?
2. How many persons comprise the population and what are their relevant characteristics? How does the group compare to demographics of community members who do not experience these same issues (local, state, etc.)?
3. How do members of this group perceive their needs? (empowerment, freedom from oppression, access to opportunities, barriers, resources, protection, services)
4. How do members of this group perceive their community and its responsiveness to their needs? (concerns, problems, needs, issues)
5. What physical and social barriers are faced by members of this group?
6. Are there subgroups of this group who are experience additional and/or different issues?
7. What other major social issues affect members of this group (from their perspective)? To what extent are they interconnected?

**Strengths/Assets Related to Social Issues**
What strengths or assets are possessed by members of this population? Other systems in the community? How can these strengths/assets be employed to empower this population? How can they be used to address the issues? Keep in mind that everyone and every system has assets, regardless of the severity of the issues faced!

**Health and Human Services Profile**
This section should provide an overview of the health care organizations in Nacogdoches County and should be informed by various resources including, but not limited to interviews (members of the target population, community members, community leaders, health care services workers/administrators, etc.), census data, health and human services data, and public records. This section will be written by Group 2.

**Existing Resources**
1. What health related resources are available in Nacogdoches County?
2. What community agencies and groups are currently seen as major health care service providers?
3. What health related resources are obviously missing from Nacogdoches County? What health related resources are underrepresented in Nacogdoches County?

**Access to Resources**
What factors affect how community members access and utilize health care resources within Nacogdoches County?

**Control of Resources**
What roles do citizens and consumers play in the control of health care services in Nacogdoches County?

**Services Strengths/Assets of the Health Care Services System**
What strengths or assets are possessed by the health care services system? How can these strengths/assets be employed to improve the delivery of health care services? Be sure to look for assets at all levels (individual, family, group, organizational and community). 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 assessment. This is your chance to reiterate the important points of your assessment 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.

I will provide each group with specific instructions for this assignment by the end of the second week of class. The instructions will be posted in D2L in the learning module titled “Assignments.”

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 9:30 am on the due date for the assignment. The assignment will be considered late until it has been submitted to D2L. Groups will also submit a hard copy of the assignment along with a copy of each source referenced in the paper (these are to be submitted in a three ring binder).

Assignment A Draft is worth 50 points and Assignment A is worth 100 points. Ten percent of the overall grade for each assignment will be based on 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 dates.
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 to address the social issue(s) investigated for Assignment A. Your group will design an intervention for the issue, which will be presented in the context of the Community Partnership Model. 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.

Application of the Community Partnership Model

Agenda Building (15pts)

Cleary outline and explain how you would form a representative core group of community members to facilitate the process of getting your issue on the community agenda. This includes identifying potential members and justifying your choices. Be sure that your discussion is consistent with the model, involves practice with multiple systems (at least organizations and communities), and makes a connection to social work values and ethics and generalist social work practice (engagement and intervention).

Structure (15pts)

Clearly outline and explain how you would develop a structure that allows for citizen and professional involvement in the community building process. You can either explain this in a narrative format or develop a constitution and by-laws. If you choose to develop a constitution and by-laws, you must include a narrative that explains and justifies the chosen structure. Be sure that your discussion is consistent with the model, involves practice with multiple systems (at least organizations and communities), and makes a connection to social work values and ethics and generalist social work practice (engagement and intervention).

Analysis (15pts)

Clearly outline and explain how you would go about analyzing the issue and formulating alternative solutions via community action research. You need to formulate and include at least three viable alternatives based on the information gathered for Assignment A. Each of these alternatives is to include interventions with at least two systems (organizations and communities) and should be clearly justified. Be sure that your discussion is consistent with the model, involves practice with multiple systems (at least organizations and communities), and makes a connection to social work values and ethics and generalist social work practice (data collection, assessment, and intervention).
Ownership (15pts)

Remember that according to Poole (2002), community ownership occurs when the group has the ability to define the issue, identify the causes, and hold local institutions accountable for solving the issue. Clearly outline and explain how you would go about establishing 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. Be sure that your discussion is consistent with the model, involves practice with multiple systems (at least organizations and communities), and makes a connection to social work values and ethics and generalist social work practice (intervention and evaluation). Be sure to make the connection between evaluation and accountability.

Technology (15pts)

Technology involves the identification, transference, and design of sound technology in order to implement the solution identified by the group. Choose the best of the three alternatives identified under the analysis section (provide a justification for your choice) and clearly outline and explain how you would design it. In other words, what will your intervention look like? You may choose a combination of two or three of the interventions. Be sure that your discussion is consistent with the model, involves practice with multiple systems (at least organizations and communities), and makes a connection to social work values and ethics and generalist social work practice (intervention and evaluation).

Stewardship (15pts)

Stewardship requires the partners to implement the program or intervention and evaluate the outcomes while demonstrating accountability, commitment, and constancy (Poole, 2002). Clearly outline and explain how you will implement and evaluate the intervention. You should include a discussion of how you will ensure accountability, commitment, and constancy. 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. Be sure that your discussion is consistent with the model, involves practice with multiple systems (at least organizations and communities), and makes a connection to social work values and ethics and generalist social work practice (intervention, evaluation, and termination).

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.

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) 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, 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.

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.

Students 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 D2L.

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.

This assignment will be addressed via the group meetings – you WILL NOT submit a written paper for Assignment B.

Each one of you must take responsibility for at least one of the action principles (agenda building, structure, analysis, ownership, technology, stewardship). You will assign these tasks during the first in-class group meeting.
Group Meetings

The grade for each group meeting will be based on attendance and participation (see the description below for the point value for each group meeting). The schedule and agenda for each group meeting is presented below:

**Group Meeting 1**: The purpose of this group meeting is to discuss the group’s responsibilities for the assessment (Assignment A) and to assign specific responsibilities to the group members for both the assessment and the intervention proposal (Assignment B). We will also discuss the IRB Application process. This meeting is worth 10 points. *We will hold this meeting as a class so that everyone understands how the project fits together.*

**Group Meetings 2-3 and 5-8 will occur on the following schedule:**

- **Group 1:** 9:30 am to 10:00 am  
  **Group 2:** 10:00 am to 10:30 am

**Group Meeting 2**: This meeting will be spent finalizing the IRB application and planning for Group Meeting 4. We will also discuss your progress on the assessment and you need to come prepared with questions related to your assessment responsibilities. This meeting is worth 15 points.

**Group Meeting 3**: This meeting will be spent discussing your progress on the assessment and answering related questions. This meeting is worth 15 points.

**Group Meeting 4**: This meeting will be held in Nacogdoches in a Community Conversation Café format. Additional details will be provided as they are available. This group is worth 25 points.

**Group Meeting 5**: Our primary focus during this meeting will be on processing the Group Meeting 4 and talking about how to analyze the data that we collected. This meeting is worth 15 points.

**Group Meeting 6**: Our primary focus during this meeting will be on applying the first three action principles of the Community Partnership Model to your community and issue. The first three action principles are agenda building, structure, and analysis. The group members responsible for these action principles will be expected to help me lead the discussion. This meeting is worth 15 points.

**Group Meeting 7**: Our primary focus during this meeting will be on applying the next two action principles (ownership and technology) to your community and issue. The group members responsible for these action principles will be expected to help me lead the discussion. This meeting is worth 15 points.

**Group Meeting 8**: Our primary focus during this meeting will be on applying the final action principle (stewardship) to your community and issue. The group member(s) responsible for this action principle will be expected to help me lead the discussion. This meeting is worth 15 points.

While I am meeting with a group, the other groups are expected to work together on their projects in the classroom. As you are meeting independently, I ask you to please keep in mind that classes are being held in the rooms adjacent to you.
BIBLIOGRAPHY


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.


