SWK 5335.501
Seminar in Advanced Rural Practice
Fall 2020

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Office Hours: Monday: 9 am – 12 pm, 1 – 4 pm (online)
Tuesday: 9 am – 12 pm (online)
Virtual hour: https://sfasu.zoom.us/j/867695785

COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Prerequisite: Completion of Generalist Practice courses
Co requisite: SWK 525; SWK 558; SWK 517, SWK 520, elective and SWK 549 (Part-time)

COURSE SYLLABUS

I. COURSE DESCRIPTION

Seminar in Advanced Rural Generalist Practice is required during the first semester of the specialized practice. It builds on all courses taken during the generalist practice and focuses on obtaining specialized knowledge across complex problem areas, populations at risk and practice settings within a rural context. Students acquire greater knowledge, skills, and autonomy in a wider selection of problem solving intervention strategies in leadership and managerial positions. They also acquire greater depth in awareness, sensitivity and professional response to issues of ethics, values, diversity, social and economic justice and populations at risk and practice applying this awareness and sensitivity in solving complex problems within the context of rural social service settings. Students will develop a holistic view and will be able to demonstrate competence of knowledge, values, skills and cognitive and affective processes specific to organizations and communities. This includes the application of critical thinking, identification of affective reactions and ability to exercise judgement.

Approaching practice through a macro perspective, students will learn how to enhance agency sustainability through successful leadership, program planning and development including the development of logic modeling plans, strategic human resource management, effective budgeting
and financial management, preparation of effective grant proposals and effective evaluation. Students learn knowledge, values, skills, and cognitive and affective processes to become advocates for community impact and change. The continuation and integration of these advanced generalist specialization courses with the generalist practice prepares students for their block field placement. Horizontal integration occurs with concurrent advanced policy and research courses. Linking with SWK 558 (focus on groups) and SWK 525 (focus on individuals and families) that is taught concurrently, students gain integration and mastery across advanced generalist levels of practice. Horizontal integration also occurs with concurrent advanced policy and research courses.

REQUIRED TEXTS:


II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a Generalist Practice and a single specialization: Advanced Generalist Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

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 problem identification and focus that follows a problem-solving framework.
• 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.
Advanced generalist practice builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:
- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

- The United States Census Bureau (urbanized areas, urban clusters, and rural populations);
- Office of Management and Budget (metropolitan, micropolitan, and non-core);
- Economic Research Service (rural urban continuum codes); and
- the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

III. PROGRAM LEARNING OUTCOMES (CSWE COMPONENT BEHAVIORS)

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

IV. STUDENT LEARNING OUTCOMES (SLO) (CSWE BEHAVIORS)

1. Students will apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities. (Competency 1)

2. Students will demonstrate the ability to recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems. (Competency 1)

3. Students will demonstrate the ability to identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels. (Competency 2)

4. Students will demonstrate the ability to supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk. (Competency 2)

5. Students will demonstrate leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities. (Competency 3)

6. Students will provide leadership in specialized practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments. (Competency 3)

7. Students will demonstrate the ability to identify, evaluate, and implement multi-disciplinary research and practice strategies with rural systems and social networks. (Competency 4)
8. Students will demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context. (Competency 4)

9. Students will demonstrate the ability to develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities. (Competency 5)

10. Students will demonstrate leadership skills specific to advocacy with the purpose to advance human rights and social, economic, and environmental justice to deliver services to multiple systems in rural areas. (Competency 5)

11. Students will demonstrate leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments. (Competency 6)

12. Students will demonstrate their ability to supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks. (Competency 6)

13. Students will select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context. (Competency 7)

14. Students will provide leadership to adapt, modify, develop, and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context. (Competency 7)

15. Students will design, identify, analyze, and implement advanced intervention strategies based on appropriate theories, models, and research across multiple system levels in a rural context. (Competency 8)

16. Students will demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients. (Competency 8)

17. Students will apply leadership skills to supervise the design and implementation of advanced intervention strategies. (Competency 8)

18. Students will apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies. (Competency 8)

19. Students will demonstrate the ability to identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities. (Competency 9)

20. Students will develop leadership in the communication and dissemination of evaluation results to advance practice, policy, and service delivery effectiveness. (Competency 9)
V. INSTRUCTIONAL METHODS

The course will be taught as a face to face, as a hybrid or as an online course. It will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, and individual projects. 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. To be successful in the class, it is important that you attend regularly, sign in to Brightspace by D2L, 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 (Per SFA Center for Teaching and Learning)

This course will utilize Brightspace by D2L (including Zoom) to support the delivery of course content. You will need computer skills for example to use a web browser, develop a PowerPoint presentation and use Excel. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to SFA Online). Computers are available to you through a number of labs across campus, School of Social Work student lounge and Ralph W. Steen Library/Lone star College Library.

VII. COURSE SCHEDULE

Weeks 1 Overview

Introduction and course overview
Advanced Generalist Practice (AGP) in perspective
Grand challenges for Social Work
Advanced Generalist Practice in rural environments
Ethics in Advanced Generalist Practice
Competencies and behaviors specific to macro-practice
Historical and contemporary influence on macro-practice
The problem-solving process in macro practice
Inter-professional and inter-agency collaboration in macro-practice
Knowledge, values, skills, and cognitive and affective processes

Readings:
Netting, Kettner & McMurtry Chapter 1-2
Austin, Cooms and Barr (2005)
Reamer (2006) Chapter 1
https://sustainingcommunity.wordpress.com/2013/08/15/what-is-abcd/
**Week 2 Advanced Generalist Practice with Communities and Organizations**

What is macro-practice?
- Macro-level change
- Advocacy in community practice
- Macro-practice arenas and roles
- Interrelationship micro-, mezzo- and macro-practice

Overview of different macro-practice models – communities
Overview of different macro-practice models – organizations
Overview of program design and development
A systematic approach to macro-practice

**Readings:**
- *Netting, Kettner & McMurtry*, Chapter 1-2
- *Austin, Cooms and Barr* (2005)
- *Silverman* (2014)

**Week 3 Understanding Communities**

Conceptualizing communities
- Defining community
- Community practice frameworks and models
- Community theories
- Contemporary perspectives

**Readings:**
- *Netting, Kettner & McMurtry*, Chapter 5
- *Boehm & Cnaan (n.d).*

**Week 4 Assessment of Community Problems**

Strategies and tactics of community practice
- Application of strategies and tactics of community practice in rural settings.
- Engaging communities
- Understanding human rights, social, economic and environmental justice in communities
- Frameworks for community assessments
- Community assessment strategies
- Difference and diversity in communities

**Readings:**
- *Netting, Kettner & McMurtry*, Chapter 3-4, 6 and 10
- *Ennis & West* (2013)
- *Shapiro et al.* (2013)
- *Zanbar & Itzhaky* (2014)

**Week 5 Community Interventions**

Promoting inclusion: populations at risk, social, economic and environmental justice, distributive justice, global interconnectedness
Diversity and difference in macro-practice
Engaging with diverse populations
Ethical issues specific to communities
Program planning and implementation
Building support for proposed change
Using research-informed practice to change communities

Readings:
Netting, Kettner & McMurtry, Chapter 3
Brody and Nair, Chapter 15-17

Access the following links:
Inequality: https://www.youtube.com/watch?v=uE7v5cHlHDQ
Inequality in America: https://www.youtube.com/watch?v=t2XFh_tD2RA
Race and Diversity: https://www.youtube.com/watch?v=GNhcY6fTyBM
Engaging Community: https://www.youtube.com/watch?v=5Knz100ldLM
Black Women and Civil rights Movement: https://www.youtube.com/watch?v=1Ek-TBFk4-0

Week 6 Community Interventions
Frameworks for evaluating change efforts: Designing Evaluations
Evidence in macro level interventions: to inform the choice of intervention and
evaluation as evidence gained from interventions
Using logic models
Readings:
Netting, Kettner & McMurtry, Chapter 4-5, 9 and 11
Brody and Nair, Chapter 15 and 17

Week 7 Designing program evaluation
The importance of monitoring and evaluation
Developing action plans from evaluation findings
Dissemination of program evaluation
Inclusion of the community in validation and evaluation
Readings:
Netting, Kettner & McMurtry, Chapter 12
Brody and Nair, Chapter 17

Week 8 Mid-term Exam

Week 9 Management and Leadership in Human Service Organizations
Understanding organizations
Theories related to organizations
Diversity and difference in organizations
Assessing human service organizations
Readings:
Brody and Nair, Chapter 1, and 18-19
Netting, Kettner & McMurtry, Chapter 7-8
ASME (2010)
Other readings as assigned

Week 10 Management and Leadership in Human Service Organizations (continued)
Leading the organization
Problem solving in organizations
Monitoring and evaluation
Communications, team building and boards
Readings:
Brody and Nair, Chapter 5-6
Other readings as assigned

Week 11 Management and Leadership in Human Service Organizations
Strategic planning
Using logic models
Managing agency finances
Human rights and social, economic and environmental justice in organizations
Readings:
Brody and Nair, Chapter 2-4, and 7
ASME (2010)
Elpers & Westhuis, (2008);
Kaiser, & Kuechler, (2008)

Week 12 Management and Leadership in Human Service Organizations: Agency Effectiveness
Designing Programs
Implementing Programs
Strategic Resource development
Effective Proposal development
Seeking funding
Productivity and Program Improvement
Time Management
Readings:
Brody and Nair, Chapter 4, 7, and 4
Netting, Kettner & McMurtry, Chapter 9 and 12
Other readings as assigned

Week 13 Management and Leadership in Human Service Organizations: Evaluation
Evaluation as a key element in program sustainability
Supervisor Relations (productive employees)
Supervision tasks, roles and responsibilities
Evidence-based management
Ethical dilemmas in management
Readings:
Brody and Nair, Chapter 9-13
Other readings as assigned
Week 14 THANKSGIVING

Week 15 Review and Presentations

Week 16 Final Exam

VIII. COURSE REQUIREMENTS

A. **Class Participation**: In order for the class to discuss the readings, it is essential for you to read assigned material before class, to attend class regularly or access Brightspace by D2L (at least twice a week), and to participate in class or online discussion. You are responsible for all material covered in class or online and assigned in the syllabus, whether or not you have attended class or access Brightspace by D2L.

**Cell Phones/Pagers/Electronic Devices (only applies to face-to-face class)**: 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 (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). 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 be prepared to discuss the information, as evidenced by active participation in class or online discussion. For example, you should present well formulated questions and comments that demonstrate prior preparation.

C. **Exams**: There will be a midterm exam and a final exam. Students are required to take the exam at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

D. **Quizzes/Exercises**: There will be unannounced class exercises and/or quizzes. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

E. **Assignments/Presentations**: See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class or submitted online. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late. See attached descriptions of each assignment.

**GRADING:**

**COURSE GRADES** will be based on the following:
1. Integrative paper on Advanced Generalist Practice
   A. Management Audit  90
   B. Grant Proposal     60
2. Mid-term Exam         125
3. Class Presentation   50
4. Class Participation  50
5. Final Exam           125
**TOTAL**              500 points

Grading Scale: Grade points for each student will be averaged and a final grade will be determined as follows:

- 450-500  A
- 400-449  B
- 350-399  C
- 300-349  D*
- Below 300 F*  *Not applicable as credit toward graduate degree

**IX. ACADEMIC INTEGRITY**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:
1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). http://www.sfasu.edu/policies/4.1-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 grades: http://www.sfasu.edu/policies/5.5_course-grades.pdf

**Acceptable Student Behavior**

The MSW Student Handbook and Academic and MSW Professional Integrity Code outline 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 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, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or 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
X. STUDENTS WITH 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, 468-1004 (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-accomodation-for-students-with-disabilities.pdf
Integrative Paper on Advanced Generalist Practice in Rural Settings

The final product for this course will be in the form of a portfolio/notebook containing the two main sections listed below. Focusing on the agency where you are currently serving your field placement (or one in which you previously served) and using the concepts/processes covered in this course, gather the necessary data from interviews, agency documents and current literature to complete this assignment. This assignment will be completed in two phases – per instructor.

A. Management Audit (90 points)

a. Brief (approximately 2 pages) overview of the agency/program
b. Provide an organizational chart
c. Discuss the annual budget, including how the organization raises funds
d. Analysis of the management theory(ies) most prevalent
e. Analysis of leadership styles used by 2 levels of leadership
f. Strengths of the agency/program
g. Weaknesses of the agency/program or areas needing change; current or prior efforts to make these changes
h. Describe how you would conduct a strategic plan for your organization
i. Discuss ethical issues that need to be addressed?
j. Identify issues of diversity and difference.
k. Describe how you would start a 501c3 Nonprofit organization

B. Change Proposal (60 points)

a. Identify a problem or need that should be addressed in the community in which your agency or organization is located and then use the web to identify at least five prospective funding sources.
b. Based on the community problem or need you have identified (above) write a full grant proposal designed to address the problem or need. Approaches such as: the logic model for program planning and evaluation; communities that care; and a guide to the development of mission, goals, objectives, performance evaluation measures and milestones may be used as needed.

Your grant proposal should include the following standard proposal components.

(1) Cover letter
(2) Title page
(3) Proposal summary
(4) Introduction of the organization
(5) Problem or needs statement
(6) Project goals and objectives
(7) Project methods or design
(8) Project evaluation
(9) Future funding
(10) Project budget
(11) Attachments or Appendices (if requested or as needed)

This paper should be at least 20-25 pages, doubled spaced, typed, and should include at least ten good current references related to rural problems, management theories, program development, evaluation and leadership for rural communities. Grammatical errors should be corrected. Points will be deducted from the total grade for errors in APA writing style, grammar, punctuation, spelling, etc. Students whose writing and library research skills require additional supports are strongly encouraged to seek technical assistance from the staff at the AARC and Steen Library/Lone Star College Library.
BIBLIOGRAPHY AND REFERENCES


Useful Web Sites

American Fact Finder, U. S. Census Bureau
http://factfinder.census.gov/servlet/BasicFactsServlet

Areol, Action research and Evaluation Online:

Canadian Evaluation Society Project in Support of Advocacy and Professional Development:
http://consultation.evaluationcanada.ca/results.htm

Center for Faith Based Initiatives:
http://www.hhs.gov/faith/

Dynamics to Develop and Sustain Communities of Interest and Place: Social Work’s Future:
http://www.rit.edu/~694www/bpd/federico/aigner.htm

Evaluation Checklist Project:
http://www.wmich.edu/evalctr/checklists/

FedStats
http://www.fedstats.gov/

Government Performance & Results Act of 1993:
http://www.npr.gov/libaray/misc/s20.html

Health Resources and Services Administration
http://bphc.hrsa.gov/CHC/chcmain.asp

International Association of Schools of Social Work
http://www.iassw-aiets.org/

International Federation of Social Workers
http://www.ifsw.org/

NASW Code of Ethics:
http://www.socialworkers.org/pubs/code/code.asp

National Low Income Housing Coalition
http://www.nlihc.org/or2002/wherefrom.htm

OMB Watch, Promoting Government Accountability:
http://www.ombwatch.org/article/keywordlist/47

Performance Measurement and Outcome evaluation in Government:
http://mgdsl.ise.vt.edu/sthepvon/measure/govt.htm

Publications, University of Wisconsin:
http://www1.uwex.edu/ces/pubs/showpubs.cfm?theid=1606

Rural Assistance Center
http://www.raonline.org/

Rural Policy Research Institute
http://www.rupri.org/

Texas Department of Health, Center for Health Statistics
http://www.tdh.state.tx.us/dpa/a_shdpa.htm

Texas Department of Health, Funding Information Center
http://www.tdh.state.tx.us/fic/default.htm

Texas Department of Mental Health & Mental Retardation, Program Statistics and Planning
http://www.mhmrr.state.tx.us/CentralOffice/ProgramStatisticsPlanning/ProgramStatisticsPlanning.html

Texas Education Agency, Snapshot: School District Profiles
http://www.tea.state.tx.us/perfreport/snapshot/index.html

Texas Juvenile Probation Commission
http://www.tjpc.state.tx.us/statistics/portal.htm

http://www.census.gov/hhes/income/histinc/histpovtb.html

Yale School of Management:
http://www.ventures.yale.edu/

YouTube videos

Inequality: https://www.youtube.com/watch?v=uE7v5cHIHDQ

Inequality in America: https://www.youtube.com/watch?v=t2XFh_tD2RA

Race and Diversity: https://www.youtube.com/watch?v=GNhcY6fTyBM

Engaging Community: https://www.youtube.com/watch?v=5Knz100ldLM

Black Women and Civil rights Movement: https://www.youtube.com/watch?v=1Ek-TBFk4-0

https://sustainingcommunity.wordpress.com/2013/08/15/what-is-abcd/