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.

This course is designed to be lecture- and reading- heavy the first half of the course. The second half of the course is dedicated to group work on Assignment B. There have been some adjustments to the format due to this being an online course.

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/readings, extensive class discussion (via online assignments), 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 log in regularly, read the assigned material, and be prepared to demonstrate 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 (online information) 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.sfactl.com/student-support). You will need basic skills regarding the use of a word processor and web browser. You must have regular access to a computer and stable internet service to be successful in this course.

Weeks will run Wednesday to Tuesday, and all assignments are due on Tuesdays at 11:59 p.m. Central Standard Time. See separate course schedule timeline for more detailed information.

VII. COURSE SCHEDULE

Week 1
Course Overview/APA/D2L/EPAS
Introductory Course Material
Review of Generalist Practice and the Social Work Profession
Introduction to Macro Social Work/History of macro social work practice
2 quiz grades for historical figure and student video
Readings: Brueggeman Chapter 1, Kirst-Ashman Chapter 4, CSWE EPAS

Week 2
Defining “Good Community” and Macro Theory Review
Introduction to generalist practice with organizations and communities
Review of theories and knowledge related to macro practice
Macro theory quiz grade & Part 1 Midterm
Readings: Brueggemann Chapters 1-4, Kirst-Ashman Chapter 4, Warren article

Week 3
Advocacy and Ethics
Different types of advocacy, advocacy skills, sources of power
Ethical dilemmas in macro social work practice

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
Begin work for digital advocacy quiz grades (due end of semester)
Readings: Kirst-Ashman Chapter 14, NASW Code of Ethics
Week 4  
**Identifying and Addressing Social Problems**  
**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

**Rational Problem Solving and Social Thinking**  
**Readings:** Brueggemann- Chapters 4 & 5, PHG GAP ANALYSIS

Week 5  
**Community Needs Assessment**  
**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  
**Begin Group Work**  
**Readings:** PHG Community Initiative to Address Substance Misuse Needs Assessment and GAP Analysis

Week 6  
**Group Checkpoint 1/Midterm Part 2**

Week 7  
**Building Community Partnerships**  
**Overview of the Community Partnership Model (Poole)**  
Action Principles: Agenda Building, Structure, Analysis, Ownership, Technology, & Stewardship  
**Poole Study Guide quiz grade**  
**Readings:** Poole (2002), Case Study: Service Delivery to Rural Hispanic Residents (Cooper & Avant)  
**ASSIGNMENT A DUE**

Week 8  
**Social Work Practice With Communities**  
**Community Interventions**  
Overview of community interventions  
Community Planning (Social Work)  
Community Development  
Community Organization  
Community Building (Ewalt, Freeman, & Poole)  
Building Community Capacity (Chaskin, Brown, Venkatesh, & Vidal)  
Resolving Community Conflict  
Related Individual and Group Skills  
**Chapters 6-9 quiz grade 7**  
**Group Checkpoint 2**  
**Readings:** Brueggemann Chapters 6-9, Biklen, Kelly, Kretzmann, Netting,

Week 9  
**Case Study:** “Don’t Put All Your Eggs in One Basket” And Other Lessons from a Rural Nonprofit Organization (Cooper)
Readings for Case Study: Besel & Andreescu; Giffords & Dina; Snavely & Tracy; Gronbjerg

Week 10  
**Group Checkpoint 3/Part 3 Midterm**

Week 11  
**Leadership, Social Work with Organizations, Administration**  
**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  

**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  

**Quiz 8 due**  
Readings: Brueggemann- Chapters 10-12; Greenleaf

Week 12  
**Group Checkpoint 4/Midterm Part 4**  
**Digital Advocacy Campaign Due (2 quiz grades)**

Week 13  
**THANKSGIVING**

Week 14  
**Group Checkpoint 5**  
**Group Meetings**  
**Evaluating Interventions with Organizations and Communities**

Week 15  
**Group Meetings**  
**Termination with Organizations and Communities**  
**ASSIGNMENT B DUE**

Week 16  
**Course Evaluations/B Reflection Due by Friday**

**FINAL EXAMS**

**VIII. COURSE REQUIREMENTS:**

A. Class Attendance and Participation: As this is a web-based course, you are required to **log in weekly** to complete readings and assignments. The pace with which you complete work each week is up to you.  
You will be required to work in a group setting throughout the course, and it will require setting up zoom/livestream meeting times.
B. Readings and Weekly Assignments: The course outline provides a list of required readings for each week. They are included in the course material online. You are expected to complete the assigned readings and assignments each week. **OF NOTE: Weeks 8 & 9 are extremely reading intensive. This course is designed to be lecture- and reading- heavy the first half of the course. The second half of the course is dedicated to group work on Assignment B. There have been some adjustments to the format due to this being an online course.**

C. Exams: Two major application exams will be given during the semester. *The midterm will be given in four (4) parts throughout the course. Part 1 will be taken at the end of week 2 (8 pts). Part 2 will be taken week 6 (24 pts). Part 3 will be taken week 10 (48 pts). Part 4 will be taken week 12 (20 pts). The final will be cumulative and taken at the end of the semester.* All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses (online), and other 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 by their due date. Permission to miss any exam will be based on the policy for excused absences as stated here: [https://www.sfasu.edu/tribe/thos/notification-request](https://www.sfasu.edu/tribe/thos/notification-request). However, as this is an online course, all exams have a window of time in which they may be taken; therefore, exams may not be rescheduled. Waiting until the last minute is not a reason to reschedule the exam. Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam.

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) or be based on active participation in a classroom activity (online).

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Read information above re: exams.

E. In-class Group Meetings: A **total of five in-class group meetings with me will be held during the semester (via zoom).** 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 20 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

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Grading Scale

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Academic Integrity (4.1)

*The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.*

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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, 468-3004 / 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents 936.468.7249 dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202 www.sfasu.edu/humanservices/139.asp 936.468.1041

**The Health and Wellness Hub** “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.

Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching

**Alcohol and Other Drug Education** www.sfasu.edu/theweb 936.468.4008 thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
Assignment A: Community Needs Assessment Critique

The purpose of this assignment is to work individually to prepare a critique of the PHG Community Initiative to Address Substance Misuse Needs Assessment and GAP Analysis. 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 covered in the course readings and your lecture notes. Your critique should be at least 6 pages in length (excluding the cover and reference pages). I strongly encourage you to organize your critique addressing the prompts 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 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.

Critique Prompts:

**Introduction to community** – what information is included? What information, in your mind, is missing (i.e., what else would you include)?

**Recruitment** – how did they go about recruiting participants? Who did they include? Who is left out (i.e., who would you include)?

**Values** - Were you able to get a sense of these communities’ values? Why or why not? How would you collect more information?

**Diversity** - Were you able to identify how these communities recognize and embrace differences? Why or why not? What else would you like to know?

**Other** - Were there other things you wished to know about the issue (drug misuse) and target population?

**Strengths/Assets** - Do you have a definitive sense of these communities’ strengths and assets? Why or why not? What else would you like to know?

**Resources/Needs** – Do you believe there was a thorough review of the community’s Access to resources? Do you agree or disagree with the gaps identified? Do you feel there are any Social Determinants of Health missing?
Research – In what ways is this Needs Assessment/GAP Analysis similar to a research project? In what ways is it different?

Appreciative Inquiry – Identify how each of the five (5) “Ds” of Appreciate Inquiry were addressed?

Make sure to have a page of references at the end!
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, you will identify a social issue from the *PHG Community Initiative to Address Substance Misuse Needs Assessment and GAP Analysis*. Your group will then design an intervention for the assigned social issue (this is to be done in the context of Panola, Harris, or Gregg counties). 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 PHG GAP Analysis, 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 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.

An additional 20 points will come from the “Assignment B Reflection” that will serve as a peer review. You will grade yourself and your peers out of 20 for their work on this paper.

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).

**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


