COURSE SYLLABUS

I. COURSE DESCRIPTION

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

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

REQUIRED TEXTS:


RECOMMENDED TEXTS:

II. CURRICULUM DESCRIPTION

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

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

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

III. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

IV. STUDENT LEARNING OUTCOMES (SLO)

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

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

2. Make application of ethical standards, laws and regulations and their impact on all levels of practice (micro, mezzo, and macro levels.) (competency 1)
3. Apply ethical decision-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 face to face collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, class discussion, in-class activities, assigned readings, individual projects, and group presentations. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. 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. **Students should make every attempt to attend all classes and assume responsibility for their own learning.**

**VI. COMPUTER REQUIREMENTS**

This course will utilize Brightspace/D2L to support the delivery of course content. For additional support with Brightspace/D2L and other technology needs, go to [https://www.sfactl.com/student-support](https://www.sfactl.com/student-support). You will need basic skills regarding the use of a word processor and web browser.

Make note that many assignments, activities, and/or quizzes and exams will be given through D2L. Course content, including PowerPoints, lecture notes, and additional readings, will be uploaded to D2L. Written assignments will be expected to be uploaded into D2L dropbox, and feedback on the assignment will be given through the dropbox. All grades will be posted in the D2L gradebook.

**VII. COURSE SCHEDULE** — Please review separate course schedule for more information

***All Class Readings are to be completed by the Tuesday that starts the week, PRIOR TO CLASS***

**First Class** Course Overview/APA/D2L/EPAS. Introductory Course Material
- Introduction to Macro Social Work, History of Macro Practice
- Historical Figure and Theory Assigned
- Readings: Course syllabus, CSWE EPAS [https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6e5426/2022-EPAS.pdf](https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6e5426/2022-EPAS.pdf)
- Watch: [https://www.tedxexeter.com/speakers/cormac-russell/](https://www.tedxexeter.com/speakers/cormac-russell/)

**Week 1** Review of Generalist Practice and the Social Work Profession
- Defining “Good Community”
- Introduction to generalist practice with organizations and communities
- Review of theories and knowledge related to macro practice
- Quiz grades: Historical Figure and Macro Theory
- Listen/Watch: [https://www.npr.org/2012/01/27/145950493/jane-addams-hull-house-to-close](https://www.npr.org/2012/01/27/145950493/jane-addams-hull-house-to-close)
- Readings: Warren (1970), Brueggemann Chapters 1 & 3, pp. 23-24 (Jane Addams), Chapter 6 pp. 139-149 only

**Week 2** Ethics and Advocacy
- Ethical dilemmas in macro social work practice
- Social Advocacy Project (2 quiz grades)
- Bonus: Kahoot quiz on syllabus

**Week 3** Engaging Communities and Organizations; Appreciative Inquiry
- Defining Social Problems and Rational Problem Solving
- Facilitating positive interaction with multiple systems and diverse and/or at-risk populations
- Preparing for issue/problem identification and formulation of solutions
- Identifying assets and preliminary goals, Negotiation/conflict resolution
- Impact of personal identity, personal and professional values, and cultural differences
- Listen: [https://hogg.utexas.edu/podcast-shared-inquiry](https://hogg.utexas.edu/podcast-shared-inquiry)
- Readings: Brueggemann- Chapters 4 & 5, 2 articles below:
Week 4  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

Mini - Community Needs Assessment Data (2 quiz grades)
Quiz on GAP ANALYSIS/PHG
Readings: https://ctb.ku.edu/en/table-of-contents: Toolkits #2 & #3 specific sections TBA
Needs Assessment for Assignments A & B
Asset Mapping/Community Analysis/How to Do Community Needs Assessment

Week 5  Building Community Partnerships/Collective Impact
Overview of the Community Partnership Model (Poole)
Action Principles: Agenda Building, Structure, Analysis, Ownership, Technology,& Stewardship
Poole Study Guide 2 quiz grades
Group Meeting 1
Explore: https://communitiesu.org/

Week 6  Community Interventions
Overview of community interventions, Community Research and Planning
Community Building, Building Community Capacity
Resolving Community Conflict, Related Individual and Group Skills
Cooper & Avant Case Study Discussion Quiz Grade
Readings: Brueggemann Chapters 6 & 7; Cooper & Avant (2002), Toolkit #6 – 2 sections

Week 7  Review/MIDTERM DUE
Community Development and Organization; Participatory Action Research
Readings: Brueggeman Chapters 8 & 9, Macdonald (2012), Toolkit #15 – 2 sections

Week 8  SPRING BREAK

Week 9  Case Study: “Don’t Put All Your Eggs in One Basket” And Other Lessons from a
Rural Nonprofit Organization (Cooper, 2004)
Group Meeting 2
ASSIGNMENT A DUE
Readings for Case Study: Besel & Andreescu (2003); Giffords & Dina (2003); Snavely & Tracy (2000); Gronbjerg (1992)

Week 10  Case Study, cont.
BBBS/Eggs Discussion - 2 quiz grades
EASTER BREAK

Week 11  Organizational Interventions and Building Interorganizational Relationships
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 Components of and Barriers to Collaboration Developing, facilitating, and maintaining collaborative relationships

Group Meeting 3
Readings: Brueggemann- Chapters 10 & 11

Week 12 Organizations, cont.
Group Meeting 4

Week 13 Evaluating Interventions with Organizations and Communities/Sustainability/Termination Leadership in Social Work
Group Meeting 4, Chapter 6-12 final quiz grade
Readings: Brueggeman Chapters 12 & 13, PSAT, Toolkit #12 (Examples 1 & 3), Toolkit #16 (Ex. 2), Greenleaf, Maynard & Poole
Watch: https://www.youtube.com/watch?v=ZhlzOhbavUA

Week 14 Catch-up/Review
Group Meeting 5, Advocacy project due (2 quiz grades)

Week 15 ASSIGNMENT B DUE – REVIEW FOR FINAL
Final quiz grades – Peer Review

Week 16 FINAL EXAMS

VIII. COURSE REQUIREMENTS

A. Course expectations.
Instructor expectations: It is my responsibility to deliver course content and facilitate learning through a combination of class discussion, lecture, and creation of meaningful activities and assignments. It is also my responsibility to be on time and present in the classroom, provide timely feedback on assignments, and be available to students during office hours. I care deeply about contributing to the profession of social work by facilitating the growth and development of future social workers and colleagues I would be proud to work alongside. I promise to be an active learner myself and listen to constructive feedback about opportunities to make learning more meaningful in the classroom.

Student expectations: A student’s responsibility is primarily to be accountable for their own learning through adequate class preparation and meaningful class contributions. This means setting aside regular time during the week to read and review course content and complete assignments. This also means making time to ask questions during office hours if needed. I have found that students who are able to set aside regular intervals during the week to prepare for class have better outcomes than those who try to complete all their work in the hour prior to class. Homework, papers, projects, other assignments, etc, are due prior to the start of class, unless otherwise noted. Your learning is your own, and your time in the program is an opportunity to practice the professionalism you will use in the field. Please be respectful.

B. Class attendance and participation: In order for the class to discuss the readings and complete in-class activities, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate. Furthermore, students are expected to arrive on time and stay for the duration of the class. Absences and/or a persistent pattern of lateness will affect a student’s grade.
Finally, students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

**Absences:** At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Conduct and Outreach and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by the Office. The notification is only provided as a courtesy to the student and the student's instructor(s). For more information, click on “absence notification” here: https://www.sfasu.edu/deanofstudents/student-resources/report-it

**Cell phones/electronic devices:** Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average.

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

D. **Quizzes:** Quizzes will be given over the semester to test for general comprehension of the course material (assigned readings and/or previous lecture topics). **Permission to miss any quiz will be based on “Absence” policy above. Missing a quiz without either prior permission or an excused absence will result in a grade of "0" on that quiz.** The instructor will schedule make-up quizzes.

E. **In-class Group Meetings:** A total of five in-class group meetings with me will be held during the semester. The purpose of these meetings is to provide you support and guidance in the development of your group paper and presentation. You are expected to come to the meeting prepared to discuss your progress and any issues that may arise. You are also expected to actively participate in each meeting. The meetings have points assigned and 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. **Exams:** Two exams will be given during the semester – a midterm and a final. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/response, and guest presentations are subject to examination. The final exam will be an application of all course content.

The student is expected to take all exams at the scheduled time. **Permission to miss any exam will be based on “Absence” policy above. Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam.** The instructor will schedule make-up exams.

G. **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A&B are to be typed
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* (7th ed.). Failure to meet these guidelines will result in loss of points. Please visit this website for more information and resources on APA: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. See the descriptions of Assignments A & B for additional assignment guidelines.

**Late assignments:** Students are expected to turn in assignments at the scheduled time. Permission to miss any exam will be based on “Absence” policy above. Turning in an assignment late will result in 5-10% of the total points being deducted from the total points earned for each day the assignment is late, with a max of 50% deducted after one week. You may turn in any assignment up to the last day of class prior to the final for up to 50% credit.

**H. Additional information:** Important dates and deadlines: https://www.sfasu.edu/registrar/registration-information/dates-deadlines. Office of Student Conduct and Outreach resources: https://www.sfasu.edu/sco/resources

**Grading**

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Midterm</td>
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<tr>
<td>Quizzes</td>
<td>16 @ 10 pts. each = 160</td>
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<tr>
<td>Group Meetings</td>
<td>5 @ 15 pts. each = 75</td>
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<tr>
<td>Assignment A</td>
<td>= 100</td>
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<td>Assignment B</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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**Grading Scale**

- **A** 569 – 535
- **B** 505 – 568
- **C** 442 – 504
- **D** 378 – 441
- **F** 0 – 377

**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

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](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/](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](http://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](http://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  [website]
  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
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, each will design an intervention addressing a gap identified in the PHG Community Initiative to Address Substance Misuse. Since this is a proposal (you are proposing what you will do, not discussing what you have done), you need to clearly explain how you would implement each step and support your decisions/recommendations with information from social work literature. This assignment should follow the format provided below and include the noted information:

**Introduction**

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

**Application of the Community Partnership Model**

**Agenda Building (15pts)**

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

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

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

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

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

**Structure (15pts)**

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

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

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

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

**Analysis (15 pts)**

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

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

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

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

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

**Ownership (15pts)**

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

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

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

**Technology (15pts)**

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

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

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

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

**Stewardship (15pts)**

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

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

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

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

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

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

**Conclusion**

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

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

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

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

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

Groups will submit the assignment to D2L 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. Grading on grammar, organization, and APA will be included. This grade is SHARED. There is an additional 20-point quiz grade given for peer evaluation. A form will be provided in D2L, and you will email me the grade you give each of your groupmates (including yourself) out of 20 for their effort, impact, etc. This will be averaged and given to you for your final quiz grade.

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

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

**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


**Additional Resources**


Center for Appreciative Inquiry (n.d.). *The Generic Processes of AI.*
[https://www.centerforappreciativeinquiry.net/resources/the-generic-processes-of-appreciative-inquiry/](https://www.centerforappreciativeinquiry.net/resources/the-generic-processes-of-appreciative-inquiry/)


Russell, C. (2016, May 16). *Sustainable Community Development: Shifting the Focus from What’s Wrong to What’s Strong* [Video]. TEDXEXETER. https://www.tedxexeter.com/speakers/cormac-russell/


