COURSE SYLLABUS

I. COURSE DESCRIPTION

The second practice course required during the generalist practice II, is normally taken during the second semester of full-time study. Practice II is a macro practice course that involves social work with task groups, organizations and communities. The use of theory in assessment, goal setting, choice and implementation of intervention strategies, evaluation and termination is practiced.

Practice is examined in relation to social work values, ethics, sensitivity to issues of diversity and social, economic and environmental justice. Students are guided in developing critical thinking skills, increased self-awareness and use of self in forming professional relationships characterized by mutuality and respect that enhance both short- and long-term problem-solving skills of the client. Issues of rurality that impact populations and practice are examined.

This course draws on the content of Introduction to the Social Work Profession, rurality, HBSE and Practice I, classes taken previously, and links with HBSE II, Policy and research courses taken concurrently. Knowledge and skills learned in this class are transferred to practicum for direct application.

Co Requisite: SOCW 5307, SOCW 5312, SOCW 5300, SOCW 5419
II. COURSE CONTACT HOURS AND STUDY HOURS

Course credit is determined by CSWE Educational Policy and Accreditation Standards (EPAS). Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Online or hybrid courses should employ various strategies for creating student-professor contact and are held to the same standard for contact hours and out-of-class work as face-to-face classes.

III. TEXT AND MATERIALS


IV. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist practice and a single specialization/specialized practice: 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 solving focus that follows a problem-solving framework.

• Addresses the complexity of individual, family, group, organizational and community system interactions.

• Requires 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 in 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 influenced by 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.

V. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

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

VI. COURSE OBJECTIVES (Student Learning Outcomes - SLO)

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

1. Demonstrate the ability to apply the value base of the profession and its ethical standards with individuals, families, and groups, organizations, and communities. (Competency 1)
2. Develop the skills to use various frameworks of ethical decision-making with multiple systems, specifically with organizations and communities. (Competency 1)
3. Demonstrate the ability to use their understanding of how their personal experiences and affective reactions influence their professional judgment and behavior. (Competency 1)
4. Demonstrate the ability to work with inter-professional teams, and inter-organizational collaboration. (Competencies 1 & 8)
5. Demonstrate the understanding of how to use technology to engage in effective social work practice. (Competency 1)
6. Understand the dimensions of diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spiritually, sex, sexual orientation, and tribal sovereign status. (Competency 2)
7. Demonstrate the skills in the appropriate use of diversity and difference in practice situations with organizations and communities. (Competency 2)
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (Competency 2)
9. Demonstrate the ability to apply knowledge related to theories of human need and social
justice to promote social, economic and environmental justice and human rights. (Competency 3)

10. Demonstrate the ability to use quantitative and qualitative research methods to evaluate social work practice with organizations and communities. (Competence 4 & 9)

11. Demonstrate the ability to engage in policy practice to effect change at the micro, mezzo and macro levels. (Competency 5)

12. Demonstrate the use of theories of human behavior and the social environment to facilitate engagement with organizations and communities. (Competency 6)

13. Demonstrate the ability to use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies. (Competence 6)

14. Demonstrate the ability to critically evaluate and apply knowledge of human behavior in assessment with diverse clients and constituencies, including mezzo and macro systems. (Competency 7)

15. Demonstrate the ability to implement evidence-informed interventions to achieve client and constituency goals. (Competency 8)

**Becoming a Scholarly Practitioner:**

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

**VII. INSTRUCTIONAL METHODS**

The course will be taught as a face to face or a hybrid 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 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.

**VIII. COMPUTER REQUIREMENTS**

This course will utilize D2L/Brightspace to support the delivery of course content - go to Brightspace Students — SFACTL for more information or go to
The student will need basic skills regarding the use of a word processor and web browser. Computers are available to current students through a number of labs across campus (see www.sfasu.edu or the instructor for details).

Make note that many assignments, activities, and/or quizzes and exams may 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 drop box, and feedback on the assignment will be given through the drop box. All grades will be posted in the D2L gradebook.

IX.  COURSE CALENDAR -  * subject to change

Week 1  Review of syllabus, course expectations
- Overview of syllabus, competencies and behaviors
- Knowledge, values, skills, cognitive and affective processes
- Inter-professional education and collaboration
- Holistic view of competence
- Information on plagiarism
- Using micro skills in macro settings
- Introduction to Macro Practice
- Technology in Macro Practice
- Grand Challenges of Social Work

Required Readings:
Netting et al: Chap 1 & 2

Websites on Plagiarism:
Academic Integrity | Office of the Dean of the College (princeton.edu)
What is Plagiarism? - Academic Integrity and Plagiarism - Research guides at University of Toronto (utoronto.ca)
xu-tutor Use - XU Tutor | Xavier University

Week 2  Macro Practice in Rural Environments
- Global Perspectives on Macro Practice
- Ethics and Ethical Dilemmas in Macro Practice
- Professional Values and Ethics
- Value Conflicts and Decision-Making
- The NASW Code of Ethics (2017)
- Ethical Decision-making Steps and Ranking Ethical Principles
- Human rights

Required Reading:

Websites:
NASW Code of Ethics at Code of Ethics (socialworkers.org)
Story of Stuff by Annie Leonard The Story of Stuff - Story of Stuff
Week 3  Understanding Community Problems and Populations  
Social, economic and environmental justice  
Diversity and difference in communities  
Using group skills in organizational and community change  
Agency Changes as Intervention  
**Required Reading:**  
Netting, CH 3 & 4

Week 4  Community Collaboration  
Project Implementation and Program Development  
Developing and Managing Agency and Community Resources  
**Required Readings:**  

Week 5  Understanding Organizational Problems and Frameworks for Assessing Communities  
Discussing Assignment  
Developing assessment frameworks  
Understanding the role of organizations in solving community problems  
Community Resilience  
Building Assets and Social Capital in Rural Communities  
**Required Readings:**  
Netting, CH 5 & 6  
**Websites:**  
Kretzman (2005)  
[http://www.abcdinstitute.org/docs/kelloggabcd.pdf](http://www.abcdinstitute.org/docs/kelloggabcd.pdf)  
ABCD Institute: Community Stories (choose one to investigate and report back on) [Stories | News | About | Steans Center | DePaul University, Chicago](http://www.abcdinstitute.org/docs/kelloggabcd.pdf)

Week 6  Presentations of Paper Proposals for Assignment I

**Frameworks for Understanding and Assessing Organizations**  
Diversity and Difference in Organizations  
Evidence-based practice and practice informed research in organizations  
Models – Organization behavior  
**Required Readings:**  
Netting, CH 7 & 8  
Moreau, & Cousins (2014).  
[SAMHSA: Building Your Program. Evidence-Based Practices KIT. Assertive Community Treatment (ACT) Evidence-Based Practices (EBP) KIT](http://www.samhsa.gov)

[SAMHSA](http://www.samhsa.gov)
Week 7  MIDTERM (Review)

Week 8  SPRING BREAK

Week 9 & 10: Community Context and Organizational Behavior
Time provided to conduct interviews in community

Macro practice in communities
Core Concepts for Community Change
Building support for community change
Selecting tactics
Advocacy and Social Action in Populations at Risk

Required Reading:
Netting Chap 9 & 10
Cheezum et al (2013)

Weeks 11 Evaluation in Community and Organizational Practice
Alternative Frameworks of Program Evaluation
Politics of Program Evaluation
Termination
Evaluating Macro Practice:
Purpose of Evaluation
Key Concepts in Evaluation

Required Reading:

Websites:
Basic Guide to Program Evaluation (Center for Disease Control (CDC) Basic Guide to Program Evaluation (Including Many Additional Resources) (managementhelp.org)

Week 12 Evaluation in Community and Organizational Practice
Problems and Barriers
Kinds of Evaluation
Stages in Evaluation
Ethics & Values in Evaluation

Required Reading:
Netting, Ch 11

Websites:
Qualitative Evaluation Checklist: qual-eval-patton (wmich.edu)
Mixed Methods Program Evaluation: GAO-10-30 Program Evaluation: A
Variety of Rigorous Methods Can Help Identify Effective Interventions
Getting to Outcomes: Spotlight on Methods and Tools: Getting to Outcomes®
RAND

Week 13  Term Paper Due at the beginning of class

Week 14  Presentations of Community/Organization Planned Change Projects

Week 15  Review of Final/ Course wrap-up and evaluation

Week 16  Final Examination

X.  COURSE REQUIREMENTS

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

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

C.  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 come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well formulated questions and comments that demonstrate prior preparation.

D.  Exams: There will be one 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.

E.  Quizzes/Exercises: There will be unannounced class exercises. 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.

F.  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. 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.

G.  Social Media Policy: Student will follow policy related to social media as outlined in the Student Handbook.
XI. GRADING POLICY: * subject to change

COURSE GRADES will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>10 quizzes @ 10 pts. each (scheduled or unscheduled)</td>
<td>100</td>
</tr>
<tr>
<td>Presentation of Project proposal in PowerPoint</td>
<td>50</td>
</tr>
<tr>
<td>Term Paper or Community Project (includes paper)</td>
<td>100</td>
</tr>
<tr>
<td>Presentation of Completed Projects (or Plans) to Class</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>TOTAL</td>
<td>400</td>
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GRADING SCALE:

A = 360 – 400  
B = 320 – 359  
C = 280 – 319  
*D = 240 – 279  
*F = Below 240  
*Not applicable as credit toward graduate degree

XII. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. 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 Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)
XII. ACADEMIC INTEGRITY (SFA POLICY 4.1)

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.

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

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.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and 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
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 students succeed.

XIII. 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 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.

XIV. 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 students succeed. Please see the following link for the complete policy: student-code-of-conduct-10.4.pdf (sfasu.edu)

XV. 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/.

XVI. 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/thehub
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
For the term paper, begin by identifying a community or a social welfare organization with which you are familiar. These may be contexts in which you have worked or have had field instruction placements. Within these systems you should clearly identify a social welfare problem that is not currently appropriately addressed.

This assignment is designed to address learning content from Unit II: developing analytical skills regarding communities in relation to specific populations and their needs. In this part of the paper you will discuss a need in relation to a specific population (e.g. long-term care for frail elders; child care and single working parents; domestic violence and immigrant women) within an arena (a community in which you are either placed in field or in which you have lived, worked or volunteered).

Based on content in chapters 3, 4, 9, 10, & 11 in Netting, Kettner, McMurtry, & Thomas (2012) as well as required readings posted on D2L/Brightspace and scholarly references and government documents/data to build your case for change, choose a project that you can accomplish this semester (or a larger project that can be accomplished next semester, that is planned this semester that you intend to accomplish in the fall), or one that you can imagine accomplishing. (See the instructor for project approval.) Begin immediately by describing the population and working on an overview of the need, including the data that assesses need. Create a plan for change, including what your hypothesis is for intervention, and your change approach, rationale for the change strategy you are using, and your goals and objectives for change.

Based on this, write a focused 12-20-page paper that does the following:
• Provides a description of the population and an overview of the related need. The discussion should be guided by the frameworks in Netting, Kettner, McMurtry, & Thomas’ Chapters 3 and 4. (about 3 pages)
• Examines the relationship between the need and the population within the particular community arena. The analysis should be based on the frameworks in Netting, Kettner, McMurtry, & Thomas’ Chapter’s 5 and 6 regarding communities. (about 3 pages)
• Summarizes your problem analysis -- Cite relevant literature on both the target population and the stated problem (theory, research, evaluation, and practice findings); supporting data, relevant historical incidents, and potential barriers to problem resolution; include target population perspectives; and speculate about the etiology of the problem. (2 pages)
• States your intervention hypothesis (based on your analysis). (1 statement)
• Describes the organization in which the problem is occurring, list participants according to systems, and describe what role(s) the social work change agent will play in the change episode. (1 page)
• States your change approach (policy, program, project, personnel, or practice) and why you have selected this approach, including political and interpersonal considerations, resource considerations, and the likelihood of success. (1 page)
• Discusses and provides a rationale for the strategies and tactics used, including why you consider this to be a focused or a transformative change. (1 page)
• States goals and objectives that you used to evaluate your intervention -- at least one goal with two outcome objectives (at least one outcome objective and three process objectives and one set of activities). (1 page)
• Reports the actual strategies and tactics that you used, the objectives that were met/unmet, and the general consequences (planned and unplanned) for your intervention. (3 pages).

Include a reference page.

You do not have to have achieved all the results that you intended to achieve, but you need to have helped someone and tried your hand at community/organizational intervention.

The assignment will be graded as follows:

1. Organization and Clarity of Writing Style (25 points)
   2. Addresses the assignment in a focused, logical, consistent, and clear manner
      • Uses correct grammar, spelling, sentence and paragraph construction
      • Adequately addresses each part of the assignment
      • Uses appropriate scholarly references and data

3. Quality of Analysis (75 points)
   • Ability to write analytically and the logic of intervention hypothesis
   • Understanding of power dynamics in the change process
   • Insightfulness about strategies and tactic
   • Understanding of outcome-based measurement and how to write goals, objectives, and activities.
   • Ability to critique the process and discuss emergent alternatives
• Ability to present the interventions used clearly and completely
• Ability to present the outcomes and findings from the interventions.

This assignment may be modified by the class after projects have been chosen in order to accommodate creative and meaningful projects approved by the instructor.
Bibliography


Websites:

Academic Integrity | Office of the Dean of the College (princeton.edu)

xu-tutor Use - XU Tutor | Xavier University

student-code-of-conduct-10.4.pdf (sfasu.edu)

ABCD Institute homepage http://www.abcdinstitute.org/

ABCD Institute: Community Stories (choose one to investigate and report back on) Stories | News | About | Steans Center | DePaul University, Chicago

SAMHSA: Building Your Program. Evidence-Based Practice KIT. Assertive Community Treatment (ACT) Evidence-Based Practices (EBP) KIT | SAMHSA


Getting to Outcomes: Getting To Outcomes™: 10 Steps for Achieving Results-Based Accountability | RAND

Basic Guide to Program Evaluation (Center for Disease Control (CDC) http://www.managementhelp.org/evaluatn/fnl_eval.htm