



Course Syllabus

SW 308

Social Work Practice III

Semester/Year

Credit Hours: 3

Faculty Information

First Last, PhD, LCSW
Professor of Social Work
Location:

Office hours:
Phone:

Best way to reach me

The best way to reach me is through email:

- Email address

Response time

You can expect a response from me within 24-48 hours. I usually respond on evenings/weekends, but not always.

Prerequisites

Prerequisites include SW304 - Social Work Practice I & SW306 – Social Work Practice II (SW306 can be taken concurrently).

Required Text & Other Materials

- Homan, Mark (2011). Promoting Community Change. Brooks/Cole. 6th edition.

Revised

- Ellis, R., Gould, M., Mallory, K. C., and Shatila, S. (2006). *Macro Practitioner's Workbook: A Step-by-Step Guide to Effectiveness with Organizations and Communities*. Brooks/Cole.
- Articles and videos as assigned.

Course Description

Social Work Practice III continues the emphasis of Social Work Practice I on the development of knowledge, values, and skills for generalist social work practice. This course, however, focuses on generalist practice with organizations and communities using a social systems approach. Emphasis on the relationship between personal troubles and public issues is continued.

Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. 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. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

Principal Instructional Techniques

Sessions will include lectures, discussions (forums and chat sessions), and experiential learning activities. In addition to satisfactory completion of the written assignments described below, students are required to participate meaningfully in a variety of discussions, simulations and in a community intervention project.

Online instructional methods may include:

- Online learning lessons.
- Individual consultations with instructor.
- Chat room discussion groups (chat feature).
- Threaded discussions (Discussion Board).
- Cooperative/collaborative learning activities designed by the instructor

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input checked="" type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input checked="" type="checkbox"/> Watching	<input type="checkbox"/> Other

Student Learning Objectives

SLO 1: Public Issue Project: Recognize the importance of life-long learning and are committed to continually updating skills to ensure relevance and efficacy. Understand emerging forms of technology and the ethical use of technology in Social Work practice. *(Review/Mastery)*

SLO 2: **Public Issue Project:** Understand that evidence that informs (macro) practice derives from multi-disciplinary sources and multiple ways of knowing. Understand the process of translating research findings into effective (macro) practice. *(Review/Mastery)*

SLO 3: **Public Issue Project:** Understand the history and current structures of social policies and services, the role in service delivery, and the role of practice in policy development. Understand the role in policy development and implementation within practice settings at the macro level and actively engage in policy practice to effect change within those settings. *(Review/Mastery)*

SLO 4: **Public Issue Project:** Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Value principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. *(Review/Mastery)*

SLO 5: **Public Issue Project:** Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. *(Review/Mastery)*

SLO 6: **Public Issue Project:** Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. *(Review/Mastery)*

SLO 7: **Public Issue Project:** Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. *(Review/Mastery)*

Course Requirements

Participation

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
Week 7 & 10	Reading Summaries (25 pts each)	50
Weeks 1, 3, 5, 6, 9, 11 & 12	Graded Assignments (25 pts each)	150
Weeks 2, 4, 6, 8 & 10	Quizzes (10 pts each)	50
Week 8	Midterm Problem-Solving Case	50
Week 13	Public Issue Project	100
Week 14	Self-Assessment (part of final exam)	30
Week 15	PowerPoint (part of final exam)	20
Weekly	Attendance and Participation	50

Completion of Assignments

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ (day) from ____ (pm) to ____ (pm) in the Adobe Connect classroom. **The first class meeting is the week of _____.** **The last class meeting is the week of _____.** The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Graded Assignments	As described in weeks due
Reading Summaries (2)	Each student is to do two (2) written reading summaries during the course. The readings summarized must relate to social work practice/service delivery issues

	<p>with special populations in the context of communities and/or organizations. Special populations for the purpose of this assignment include African Americans, LGBT populations, rural people, women, low-income people, aged persons, Hispanic persons, Native Americans, persons with disabilities.</p> <p>The reading summaries are to be 2-3 typed pages in length, must be from peer reviewed journals and must include at least the following elements:</p> <ul style="list-style-type: none"> • complete citation: author, date, title, source, and page numbers of the reading • the main issues and findings reported in the reading • the relevance of the reading for social work practice in the community or organizational context • the implications of the content of the reading for social work with the special population(s) discussed <p>These will be due in Weeks 6 and 10.</p>
Quizzes (5)	There will be a total of 5 Quizzes in the course. You have unlimited time to take the quiz, but only one attempt. Please be thorough in your assigned readings.
Midterm Exam	You will be given a case study of a community problem situation. Your assignment will be to respond to a variety of questions regarding the situation which will require you to create an intervention plan. In doing so, you will consider a variety of issues relevant to community organization and to populations at risk.
Public Issue Project	<p>In consultation with the instructor, complete an intervention project that addresses an unmet community or organization need, problem, or public issue. You will present your findings at each phase of the problem-solving process as directed by the instructor:</p> <ol style="list-style-type: none"> 1. problem definition, 2. assessment, 3. plan of action and evaluation, 4. implementation, and 5. termination and evaluation reporting. <p>For your final report, you will prepare a summary and evaluation of your project. This should be 5-7 pages, double-spaced and in 12 point font. The first part of the project summary should be descriptive. The second part should present your evaluation of:</p> <ul style="list-style-type: none"> • the desired project outcome(s) and • your effectiveness in preparing for the desired outcome. <p>Attach to your project summary as appendices:</p> <ul style="list-style-type: none"> • planning • problem definition • assessment • plan of action and evaluation • implementation status report

	<ul style="list-style-type: none"> any materials you developed for your project (survey instruments, flyers, handouts) <p>*You must complete the Public Issue Project to pass this course.</p>
Self-Assessment of Public Issue Project and PowerPoint Presentation	<p>Self-Assessment and Power Point presentation of the completed project serves as the final exam for this course.</p> <p>The purpose of this assignment is to provide evidence of your learning about social work at the community and organizational levels. If you “botched” your project, this is where you can demonstrate that you have learned from your errors as well as your successes.</p> <p>Think about each phase of your project, from problem/issue definition through project evaluation. Based on your readings, class discussions and lectures, and analysis of your experience, explain what you would do similarly and/or differently if doing this project and/or any other “public issue” project – in the future. Be sure to explain why as well as what; show me that you can apply the knowledge gained in the course.</p> <p>Now think about your participation. Again based on readings, etc. (as above), explain what you have learned about working with a group that you will be able to use in future efforts to work effectively in task groups (including your classes and practicum-based groups). Again, explain the “why” as well as the “what.”</p> <p>Your Self-Assessment should be 3-4 pages. Be sure to use APA format.</p> <p>You will also be required to present a brief summary of your project during the last 3 weeks of the course. This will occur in a scheduled chat session using the Live Classroom. Each student will develop a Power point presentation. Students will be allotted a maximum of 15 minutes to discuss the problem solving process in relation to the community need/problem addressed. Students must be thorough, concise and discuss any problems encountered with the project implementation. The student audience is encouraged to ask relevant questions in the allotted timeframe.</p>

Grading Policy

For full credit assignments must be submitted by chat time of the following week. Assignments submitted after the due date will lose one point for each day late. This applies to required papers and video submissions. Please do not wait until the last minute to turn in assignments as you never know when life will happen.

It is imperative that students participate in these course assignments and their accompanying discussions in order to obtain the competencies outlined in the objectives of the course. This is a social work practice course and it requires a high degree of involvement and participation on the part of all class members.

*** Attendance and constructive participation** in the chat experiences are required for successful completion of the course.

*** Students are expected to read assignments in advance of class meetings.**

It is assumed that upper-level social work majors are now in a position to expand their own knowledge base by independent reading, research, and consulting, all of which will be required in the preparation of written assignments and presentations.

All written assignments and presentations are expected to demonstrate correct grammar, style, and spelling and must be submitted on time.

Grading Scale

450 – 500 points	= A	90 – 100%	= A
400 – 449 points	= B	80 – 89%	= B
350 – 399 points	= C	70 – 79%	= C
300 – 349 points	= D	60 – 69%	= D
< 300 points	= F	< 60%	= F

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to “recover” lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections.

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically

		should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

BSW Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.

- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of “double-dipping,” meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course.

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

Sexual Assault

Sexual assault of college students, especially female students, is a significant problem. Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal reporting requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant’s request regarding confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

Week 1

- Syllabus Review
- Course Overview
- Discussion of Textbooks
- Student and Faculty Expectations
- Importance of Macro Practice in Social Work

As social workers with a focus on macro systems, we sometimes have to first define the problems with which we are currently concerned. As we consider the state of our nation, we can identify no end of problems of access and of social and economic justice. Think about those situations that you believe to be indicative of social problems.

Week 2 – Responding to the Need for Community Change

Read: Homan text, Chapter 1

Social problems are identified in a variety of ways and exist in that reality when an issue becomes a public issue instead of a private trouble. Let's suppose for a minute that your next door neighbor, Mrs. Jones is attempting to raise her daughter alone after the death of her husband. Although Mr. Jones left a small amount of life insurance, the money didn't last long, and Mrs. Jones is having trouble making ends meet.

Her employment is in retail, at \$8.00 per hour, more than minimum wage, but her employment is considered part-time even though she frequently works 45-50 hours per week for the extra money. Because she is part time, she is not eligible for health insurance. Add to that the fact that she is not sure she could afford health insurance even if it was offered and you are facing a family with limited resources and no health insurance coverage. The family is not eligible for a medical card because Mrs. Jones makes too much money.

As a neighbor, you feel really sorry for Mrs. Jones, but you are not sure what you can do to help. If this situation affects only your neighbor Mrs. Jones, it may be considered a private trouble, an unfortunate set of circumstances that affects her and her daughter. But what if you discover that Mrs. Jones is one of several million Americans who are uninsured or underinsured? Now we are considering a public issue.

Consider another neighbor, Mrs. Smith, who seems to have a new injury every time you see her. She currently has a black eye, and in recent months, has had a broken arm, and a sprained ankle.

Mrs. Smith jokes about her injuries, saying she is “clumsy” and “accident prone,” but you suspect abuse. You have no evidence to support your suspicions aside from Mrs. Smith injuries and she denies anything other than accidents. You fear that a report by you to a social service agency would put her in further danger. You have encouraged her to let you know if she needs help and have given her information about the local shelter for abused women. This is another example of a devastating private trouble, but when you learn that thousands of women suffer abuse at the hands of their significant others every year, you realize that domestic violence is a public issue.

Social problems may be identified by the media, by people in power, by people in the public eye, by advocacy groups, by government, and others.

When considering the media think about the news media, including print, as well as the entertainment media, such as movies, radio, and television. Many a social problem has been brought to the attention of the public by means of movies (think “Sleeping with the Enemy”), radio, and television (think “The Burning Bed”).

When thinking about people in power and people in the public eye, think about Magic Johnson and his announcement about his HIV status. Think about politicians taking up a favored cause.

Advocacy groups may exist around many public issues such as HIV/AIDS awareness and prevention, domestic violence, and child abuse. These individuals, groups and others help American society to define social problems, to move situations from the status of private troubles to that of public issues.

Write: Discussion Board

Present your thoughts about a private trouble/public issue that is of particular concern to you. Respond to others.

Quiz: Lesson 2

Week 3 – Theoretical Frameworks for Community Change

Read: Homan text, Chapter 2

The social worker in macro practice does not ignore the individual or family in need of services, but may not be the professional who offers those services. The goal of the macro social worker is to assist client groups in effecting change in systems to the extent that the lives of many people are improved. In those instances in which the social worker identifies an individual or a family in need of services, the appropriate referral must be made.

In the first example above, the macro social worker might be involved in a group effort to bring a free clinic to a neighborhood, or might be part of an advocacy group that lobbies state and federal governments to improve health care for the uninsured or the underinsured. In the second example, the social worker might organize and provide support services to neighborhood groups who want to increase services to abused women, lobby state and federal governments to provide more comprehensive services, or work to educate women about the existence of current resources. In performing these services, the social work roles in play will not differ greatly from those involved in micro practice, nor will the skills employed be different in any significant way, but the focus of the intervention will be the

public issue in the community or the organization, not the individual or family. The roles in macro practice may include educator, enabler, mediator, broker, and others, but the focus will be the larger system.

Answers that Won't Work

Brueggemann (2006) identifies five possible courses of action that, while may be enticing when faced with a social problem, will not work.

Denial on the part of the society involves a refusal to admit that the problem exists, an effort to refuse acknowledgment of reality, and an attempt at rationalization.

Avoidance involves attempts to escape responsibility, and the effort to ignore problems in the hope that they will just go away.

Blaming is an attempt to put responsibility on everyone else, from the victim to the helper.

Moralizing attempts to place blame for social problems on the morality of the victims.

The quick fix does not take into account the years of development involved in social problems and attempts to solve them in a dramatic one shot solution.

Write: Discussion Board

After reading Chapter 2 in the Homan text, how would you define a "healthy community?"

Is the community in which you live a healthy community? Why or why not?

Post your answers to the discussion board and respond to the post of at least one other student.

Week 4 – Relating Community Change to Professional Practice

Read: Homan text, Chapter 3
Ellis Workbook, Introduction and Chapter 1

Write: Discussion Board

Read about the efforts world-wide to improve the lives of impoverished women. Go to the following websites:

<http://www.imf.org/external/pubs/ft/fandd/2012/03/revenga.htm>

How tiny loans are empowering poverty-stricken women in Africa?

<http://www.microloanfoundation.org.uk/success-stories> micro-loan foundation success stories.

Post your reaction to these projects to the discussion board.

How do these efforts fit into the development approach vs. the service approach as discussed in Chapter 3 of the Homan text?

Respond to the posting of at least one other student in your class.

Quiz: Lesson 4

Week 5 – Putting Yourself in the Picture

Read: Homan text, Chapter 4

Write: Graded Assignment

Read the article noted below. Think about how you might put yourself into a community problem picture. In a brief paper, 2-3 pages, describe ways in which you might. Respond to others

[Partnering with REACH to Create a "Diabetes-Friendly" Restaurant: A Restaurant Owner's Experience](#) Chen, Roxana, MPHA; Carrillo, Mayra, BA; Kapp, Janet, MPH, CDE; Cheadle, Allen, PhD; Angulo, Antoinette, MPH; et al. Progress in Community Health Partnerships; Baltimore Vol. 5, Iss. 3, (Fall 2011): 307-12.

Week 6 – Knowing Your Community

Read: Homan text, Chapter 5
Ellis Workbook, Chapter 2

Write: Discussion Board

In your home environment, think about a community, neighborhood, sub-division, school district with which you are unfamiliar. Take a walking or driving tour of the area and in 2-3 paragraphs, describe what you see. In your description, note the elements you observe that differ from your everyday environment. Post to the Discussion Board. Respond to others.

Due: Reading Summary

Quiz: Lesson 6

Week 7 – Understanding Power

Read: Homan text, Chapter 6

Week 8 – Powerful Planning

Read: Homan text, Chapter 7
Ellis Workbook, Chapter 3

Quiz: Lesson 8

Midterm Case Study – In class

Break

No Class

Week 9 – People and Valuable Resources

Read: Homan text, Chapter 8
Ellis Workbook, Chapter 4

Write: Graded Assignment and Post to the Discussion Board

In the Brescia Library search for articles addressing community planning in social work journals. Find articles no older than 5 years. Summarize one article in 2-3 paragraphs. In addition, describe the process you encountered in this assignment.

Week 10 – Getting the Word Out

Read: Homan text, Chapter 10
Ellis Workbook, Chapter 5

Write: Discussion Board

In the Discussion Board, write a letter to the editor of the local newspaper, The Times Gazette. The purpose of the letter is to generate support for your community project or the social problem you are addressing. Put the most important details in the beginning of the letter and be concise. If you use any statistics, make sure they can be verified. If members of the community can help in your cause, make sure you give accurate contact information. Finally, check for any spelling or grammatical errors. Post a response to at least two other students.

Due: Reading Summary

Quiz: Lesson 10

Week 11 – Building the Organized Effort

Read: Homan text, Chapter 11
Ellis Workbook, Unit 2 Introduction and Chapter 7

Write: Discussion Board

Describe a time when you participated in a group that had good leadership.

- What qualities did the leader possess?
- Was the group a success?
- What steps can be taken in an organization to develop potential leaders?

Post your answers to the discussion board and respond to at least one other student.

Due: Graded Assignment

Week 12 – Taking Action: Strategies and Tactics

Read: Homan text, Chapter 12
Ellis Workbook, Chapter 9

Write: Discussion Board

Go to <http://store.samhsa.gov/product/SMA11-4629> within the Substance Abuse and Mental Health Services Administration. On the right hand side of the page, download the digital version of the Recovery Support Initiative of SAMHSA Action Plans 2011-2014.

Provide your reaction to the initiative's goals, objectives and action steps. What groups in your community might benefit from these resources?

Due: Graded Assignment

Week 13 – Student PowerPoint Presentations in Classroom Chat

Due: Public Issue Project

Student Presentations

Week 14 – Student PowerPoint Presentations in Classroom Chat

Due: Self-Assessment

Student Presentations

Week 15 – Student PowerPoint Presentations in Classroom Chat

Due: Power Point

Student Presentations

Week 16 – Course Wrap-up

Completion of Course Evaluation

Outcomes Assessment

<p>BU Educational Outcome #1 Student will demonstrate the ability to think critically, analyze information, and communicate effectively.</p>		
<p>CSWE Competency #4 Engage in practice-informed research and research-informed practice</p>		
<p>Student Learning Outcome (SLO)</p>	<p>Method of Assessment</p>	<p>Level of Assessment</p>
<p>Understand that evidence that informs (macro) practice derives from multi-disciplinary sources and multiple ways of knowing. Understand the process of translating research findings into effective (macro) practice.</p>	<p>Public Issue Project</p>	<p>Review/Mastery</p>
<p>CSWE Competency #5 Engage in Policy Practice</p>		

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand the history and current structures of social policies and services, the role in service delivery, and the role of practice in policy development. Understand the role in policy development and implementation within practice settings at the macro level and actively engage in policy practice to effect change within those settings.	Public Issue Project	Review/Mastery

BU Educational Outcome #2
 Student will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field.

CSWE Competency #1
 Demonstrate Ethical and Professional Behavior.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Recognize the importance of life-long learning and are committed to continually updating skills to ensure relevance and efficacy. Understand emerging forms of technology and the ethical use of technology in Social Work practice.	Public Issue Project	Review/Mastery

CSWE Competency #4
 Engage in Practice-Informed Research and Research-Informed Practice.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand that evidence that informs (macro) practice derives from multi-disciplinary sources and multiple ways of knowing. Understand the process of translating research findings into effective (macro) practice.	Public Issue Project	Review/Mastery

CSWE Competency #5
 Engage in Policy Practice.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand the history and current structures of social policies and services, the role in service delivery, and the role of practice in policy development. Understand the role in policy development and implementation within practice settings at the macro level and actively engage in policy practice to effect change within those settings.	Public Issue Project	Review/Mastery
CSWE Competency #6 Engage with Individuals, Families, Groups, Organizations, and Communities.		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Value principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Public Issue Project	Review/Mastery
CSWE Competency #7 Assess Individuals, Families, Groups, Organizations, and Communities.		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.	Public Issue Project	Review/Mastery

CSWE Competency #8
Intervene with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
<p>Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>Public Issue Project</p>	<p>Review/Mastery</p>

CSWE Competency #9
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
<p>Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>Public Issue Project</p>	<p>Review/Mastery</p>

BU Educational Outcome #4
 Student will understand and apply ethical standards in promoting justice and service to others.

CSWE Competency #1
 Demonstrate Ethical and Professional Behavior

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Recognize the importance of life-long learning and are committed to continually updating skills to ensure relevance and efficacy. Understand emerging forms of technology and the ethical use of technology in Social Work practice.	Public Issue Project	Review/Mastery

CSWE Competency #5
 Engage in Policy Practice

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand the history and current structures of social policies and services, the role in service delivery, and the role of practice in policy development. Understand the role in policy development and implementation within practice settings at the macro level and actively engage in policy practice to effect change within those settings.	Public Issue Project	Review/Mastery

Discussion Board GRADING RUBRIC

SW 301 - Discussion Board	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Makes timely posts. (pts deducted for lateness)	Makes at least 1 original post in 300-350 words.	Makes 1 original post in 200-300 words.	Makes 1 original post in <200 words.	Does not make an original post.	
Timely responses to other students (pts deducted for lateness)	Responds to at least 2 other students in at least 150 words for each post.	Responds to at least 1 student in 100-150 words for each post.	Responds to at least 1 other student in <100 words for each post.	Does not respond to another student or responds to 2+ students superficially.	
Knowledge	Demonstrates in-depth mastery of the material.	Demonstrates clear, accurate understanding of the material.	Demonstrates incomplete understanding of the material.	Does not demonstrate understanding of the material.	
Analysis	Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning.	Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning.	Considers the elements of the situation/topic in a concrete way.	Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . .").	
Grammar & Spelling	Virtually no errors.	1 or 2 minor errors that do not distract from the message.	2+ errors (assuming required length).	Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area.	

Public Issue Project GRADING RUBRIC

SW 308 – Public Issue Project	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Recognizes the importance of life-long learning and committed to continually updating skills to ensure relevance and efficacy. Understands emerging forms of technology and the ethical use of technology in Social Work practice. (Comp. 1 CAP)	10	Demonstrates excellent ability in continuing discovery and appraisal of relevant societal trends and technology.	Adequate evidence of continuing discovery and appraisal of relevant societal trends and technology.	Limited evidence of continuing discovery and appraisal of relevant societal trends and technology.	No evidence of continuing discovery and appraisal of relevant societal trends and technology.	
Understands that evidence that informs (macro) practice derives from multi-disciplinary sources and multiple ways of knowing. Understands the process of translating research findings into effective (macro) practice. (Comp. 4 CAP)	15	Identifies and appraises multiple sources of knowledge, integrating research and practice while distinguishing between and among well executed research and effective practice.	Adequate identification and appraisal of research based knowledge and practice wisdom.	Limited identification and use of multiple sources of knowledge.	No evidence of identification of multiple sources of knowledge.	
Understands the history and current structures of social policies and services, the role in service delivery, and the role of practice in policy development. Understands the role in policy development and implementation within practice settings at the macro level and actively engage in policy practice to effect change within those settings. (Comp. 5 CAP)	15	Excellent ability to effectively prepare for action with communities and organizations.	Adequate ability to effectively prepare for action with communities and organizations.	Limited ability to effectively prepare for action with communities and organizations.	No ability to effectively prepare for action with communities and organizations.	
Understands strategies to engage diverse clients and constituencies to advance practice effectiveness. Values principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other	15	Excellent understanding of the methods of collecting, organizing and interpreting client data.	Adequate understanding of the methods of collecting, organizing and interpreting client data.	Limited understanding of the methods of collecting, organizing and interpreting client data.	No understanding of the methods of collecting, organizing and interpreting client data.	

SW 308 – Public Issue Project	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
professionals as appropriate. (Comp. 6 CAP)						
Understands that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Understands methods of assessment with diverse clients and constituencies to advance practice effectiveness. Recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration in this process. (Comp. 7 CAP)	15	Demonstrates excellent ability in assessing client needs and developing appropriate goals.	Demonstrates adequate ability in assessing client needs and developing appropriate goals.	Demonstrates limited ability in assessing client needs and developing appropriate goals.	Demonstrates no ability in assessing client needs and developing appropriate goals.	
Understands that intervention is an ongoing component of the dynamic and interactive process of social work practice. Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies. Understands methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Values the importance	15	Demonstrates excellent ability in assisting clients in problem solving.	Demonstrates adequate ability in assisting clients in problem solving.	Demonstrates limited ability in assisting clients in problem solving.	Demonstrates no ability in assisting clients in problem solving.	

SW 308 – Public Issue Project	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. (Comp. 8 CAP)						
Understands that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. (Comp. 9 CAP)	15	Demonstrates excellent ability to analyze, monitor and evaluate interventions.	Demonstrates adequate ability to analyze, monitor and evaluate interventions.	Demonstrates limited ability to analyze, monitor and evaluate interventions.	Demonstrates no ability to analyze, monitor and evaluate interventions.	