Dept. of Social Work and Sociology
SWK 6369 – Advanced Practice II

Instructor: Anne M. Scaggs, Ed.D., LCSW

Email: anne.scaggs@angelo.edu
Phone:
Office: Virtual
Office Hours: 11:00 a.m. to 1:00 p.m. Monday through Friday
Collaborate sessions will take place on Monday @ 7p.m. (every other week). Attendance is not mandatory but highly encouraged. The sessions will be recorded for those who cannot attend and I highly encourage viewing.

> *** Please note that emails received after 5:00 p.m. will not be answered until the next day. Exceptions will be made for emergency situations at the discretion of the instructor.**

Course Information

Course Description
The course provides an in-depth look into social work practice with groups, organizations, and communities, including the use of communication skills, supervision, and consultation. The course focuses on interventions at the advanced macro level of engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes. Advanced Generalist social work practice is anchored in and applies social work values, ethics, knowledge, and adheres to the mission of the profession focusing on the strengths, capacities, and resources of client systems in relation to the broader social environment (i.e., human behavior in the social environment content). Advanced Generalist social work practice uses a general intervention model (i.e., the helping process), based on the knowledge, skills, and values of the social work profession; and includes client engagement; assessment, planning, intervention, evaluation, termination, and follow-up. Students will learn to base evidenced supported interventions at the advanced macro level on clients, organizations, and community strengths, capacities, and resources that are designed to help clients overcome challenges and resolve deficits based on the helping process. Each of the steps in the general intervention model, and their associated activities and processes, are covered in detail in this course as they apply to large groups, organizations, and communities (i.e., direct practice on the advanced mezzo and macro levels).

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses

SWK 6361

Prerequisite Skills

An understanding of human behavior theories, social work competencies, values, ethics, and skills needed for work at the macro level of advanced generalist practice. Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes

Upon completion of the program of study for the MSW, the graduate will be prepared to:

Student Learning Outcomes

Mapping to Program Outcomes	Assignment(s) or activity(ies) validating outcome achievement:	Student Learning Outcome By completing all course requirements, students will be able to:
Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.	Practice Presentations/Paper	**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model	Practice Presentations/Paper	**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.	Practice Presentations/Paper	**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
Discern evaluation methods to measure the extent of change to individuals, families,	Practice Presentations/Paper	**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Mapping to Program Outcomes	Assignment(s) or activity(ies) validating outcome achievement:	Student Learning Outcome By completing all course requirements, students will be able to:
groups, organizations, and communities.		

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System

Required Texts and Materials

Glisson, C. A., Dulmus, C. N., & Sowers, K. M. (Eds.) (2012). *Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions.* Hoboken, NJ: Wiley. ISBN: 978-1-118-17695-5

Recommended Texts and Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA. **ISBN:978-1-433-83216-1**

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.) Publication.

Technology Requirements

Testing via Respondus™ Monitor

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later

- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline

Module 1: Includes chapters I and 2 providing an overview of advanced practice at the macro level with groups. We will also discuss a brief history of group work approaches, supportive groups, and organizational groups.

Module 2: Includes 3 and 4 and takes an in-depth look at social problems, solving problems and making social change at the community level.

Module 3: Includes 5 and 6 and discusses advanced practice with organizations.

Module 4: Includes 7 and 8 and involves the assessment and intervention of and with institutions. Other topics covered include social work practice at the global level, diversity, ethics and standards, and groups across the lifespan.

Communication

I am available Monday -Friday from 11:00 am to 1:00 p.m. My preferred method of communication is email but I am also available, as needed, to meet in Collaborate. I can also meet virtually outside of my scheduled office hours by appointment.

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- *Please note that emails received after 5 p.m. will be answered the following morning.*

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Journals	30

Assessment	Percent/Points of Total Grade
Group, Organization, and Community Pres/Paper	30
Mock Advocacy Presentation	40
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

      A = 90.00-100 points
      B = 80.00-89.99 points
      C = 70.00-79.99 points
      D = 60.00-69.99 points
      F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies

Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Journal Submissions   **30%**

> There will be 4 journal submissions worth 30 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation. **You MUST use at least one peer reviewed journal article IN ADDITION to your textbook to support your comments.**

Practice Presentations/Paper   **30%**

> Throughout the semester, students will create 2 presentations and write 1 paper in order to improve their ability to engage, assess, intervene, and evaluation groups, organizations, and the

community. The paper will conform to the standards of the *Publication Manual of the American Psychological Association, 6th Edition* (2010). Each paper will be no more than 5-7 pages in length (not including cover page and references).

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, peer, or any other source--you must acknowledge that source. Plagiarism on the grant proposal will result in the student not receiving credit for their submission.

Group Practice Presentation   10%

Students will apply advanced knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess a small group (i.e. a Kiwanis Club International, Lions Club, Daughters of the American Revolution, Daughters of the Republic of Texas or a local coalition). Students will create a video presentation or a power point presentation with voice over discussing how to engage the group, how to assess any unmet needs of the group, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the group in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use **5 peer reviewed journal articles** in addition to any other resources utilized. When creating your presentation, you may use the following outline as a guide.

     I.   **Introduction**
     II.   **Engagement**
         a. **Brief history and purpose of the group**
         b. **Characteristics/Demographics of the group members**
         c. **Discuss why you selected this particular group and how you will gain access to the group**
         d. **Discuss how you will engage the group**
         e. **Discuss the groups response to your interaction with them**
     III.   **Assessment**
         a. **Current objectives used to meet group purpose**
         b. **Discuss group perceptions of their current work and include a discussion of the groups strengths and limitations**
         c. **How will you conduct your assessment of the group**
             i. **What data will you use/what assessment tool**
             ii. **How will you gain access to and collect the data**
             iii. **What research will need to be completed along with the assessment**
         d. **Identify areas of additional needs paying close attention to small projects that could make a big difference for this group in terms of needed funds or increasing the groups presence within the community**

IV. **Proposed Interventions**
   a. **Propose an intervention for each need.**
   b. **Present and discuss the evidence supporting your interventions as best practices**
   c. **How will you gain support from the group members for you proposed interventions?**
      i. **Who will you approach first and why?**
      ii. **Will you approach the group for their input? Why or why not?**
   d. **Discuss the benefits and outcomes of each intervention**
   e. **Clearly layout how you would implement one of your 2 proposed interventions**
      i. **Who will be a part of your action system?**
   f. **Identify any barriers to implementing your selected intervention.**
      i. **How will you plan to manage the barriers you identify?**
   g. **How will you handle opposition to the proposed changes?**
      i. **What tactics are you prepared to use?**
V. **Proposed Evaluation**
   a. **Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)**
VI. **Conclusion**

Organization/Social Service Agency Practice Presentation   **10%**

Students will apply advanced knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an organization/social service agency. Students will discuss how to engage the organization/agency, how to assess any unmet needs of the targeted population, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the agency/organization in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use **5 peer reviewed journal articles** in addition to any other resources utilized. When creating your ppt with voice over or video presentation, please use the following outline:

I. **Introduction**
II. **Engagement**
   a. **Brief history of the agency/organization including mission statement, goals, objectives**
   b. **Current population served (including socio-economic status, ethnicity, gender, age, etc.)**
   c. **Discuss how you would engage with the agency/organization**
III. **Assessment**
   a. **Current objectives used to meet agency/organization goals**
   b. **Discuss agency/organization perceptions of their current work and include a discussion of the agency/organization strengths and limitations**

     c. **Identify either a policy or staff development need (can be an existing policy or a new policy) in need of improvement (this can be identified by someone at the agency or by you)**

     d. **How will you conduct your assessment of the policy or staff development issue**

         i. **What data will you use**

         ii. **How will you gain access to and collect the data**

         iii. **What research will need to be completed along with the assessment**

IV. **Proposed Interventions**

     a. **Identify a policy or in-service need to develop staff and propose an intervention for the policy or in-service need.**

     b. **Discuss the evidence supporting your policy change or staff-development as a best practice.**

     c. **How will you present this information to the agency administration to gain their support?**

         i. **Who will you approach first and why?**

         ii. **Will you approach agency staff for their input? Why or why not?**

     d. **Discuss the benefits and outcomes of each intervention**

     e. **Clearly layout how you would implement your proposed policy update/change or in-service staff development**

     f. **How will you handle opposition to your proposed intervention**

         i. **What tactics are you prepared to use?**

V. **Proposed Evaluation**

     a. **Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)**

VI. **Conclusion**

Community Practice Paper   **10%**

Students will apply advanced knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an identified community issue. Students will discuss how to engage with stakeholders and key individuals within the community, how to assess any unmet needs of the community, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the community in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use **5 peer reviewed journal articles** in addition to any other resources utilized. When writing your paper please use the following as an outline:

I. **Introduction**

II. **Engagement**

     a. **Describe the community to be assessed (include demographic make-up, socioeconomic issues, and current services available)**

  b. **Identify Stakeholders and Key Individuals (who you believe have power and influence in the community and discuss why you believe this to be true)**

  c. **Identify the strengths and limitations of the Stakeholders and Key Individuals**

  d. **Discuss how you would engage the stakeholders and key individuals in the community**

    i. **How will you approach each stakeholder?**

 III. **Assessment**

  a. **Discuss how you assess the community**

    i. **What data will you use**

    ii. **How will you gain access to and collect the data**

    iii. **What research will need to be completed along with the assessment**

  b. **Identify a community need based on your assessment**

    i. **What are the strengths of the community**

    ii. **What are the limitations of the community**

    iii. **Will there be a need to build within the community in order to create a capacity for change? How will you do this?**

  c. **Identify 2 potential interventions for the identified need**

 IV. **Proposed Interventions**

  a. **Propose and discuss one intervention designed for the identified need.**

  b. **Present and discuss the evidence supporting your intervention as a best practice**

  c. **Discuss the benefits and outcomes of the intervention**

  d. **Clearly layout how you would implement the proposed interventions**

    i. **How will you organize the community**

    ii. **How will you delegate responsibilities**

    iii. **What are your goals and objectives**

    iv. **How will you deal with opposition to your proposed intervention**

    v. **Identify the power tactics you will be prepared to use when engaging those in opposition. Why did you select those specific power tactics? Which power tactics would you not select and why?**

 V. **Proposed Evaluation**

  a. **Discuss how you will evaluate the efficacy of your intervention (i.e. pretest/post-test, survey etc.)**

 VI. **Conclusion**

Mock Advocacy Presentation   **40%**

Students will create and present a PPT presentation with audio voice-over addressing the needs of a marginalized group, population, or service identified in the community assessment paper. Students will focus on addressing how they would organize a grass-roots movement to address the needs of the identified target system.

<p style="text-align:center">**Mock Advocacy Presentation Outline**</p>

I. **Introduction**

II. **Describe the Community assessed.**
 a. **Include demographic make-up, socioeconomic issues, and current services available.**
 b. **Identify Stakeholders and Key Individuals (who you believe have power and influence in the community and discuss why you believe this to be true)**
 c. **Identify the strengths and limitations of the Stakeholders and Key Individuals**
 d. **How did you approach each stakeholder?**

III. **Discuss How You Assessed the Community.**
 a. **What data did you use?**
 b. **How did you gain access to and collect the data?**
 c. **What research did you conduct along with the assessment?**
 d. **What are the strengths and limitations of the community?**
 e. **Identify the target system and community need you determined based on your assessment**

IV. **Discuss the communities assets**
 a. **What are the built assets of your community (physical structures such as a community center or meeting places)?**
 b. **What are the natural assets (which might include a community's environment, quality of life, etc.)?**
 c. **What are the social assets (include factors such as the friendliness of residents and resources that bring people together i.e. church or neighborhood parties)?**
 d. **What are the economic assets (such as available jobs, economic conditions, etc.)?**
 e. **What are the service assets (which include health, educational, and welfare services available to community members)?**

V. **Outline in detail how you would advocate for the community change needed.**
 a. **How will you organize the community?**
  i. **Who will be a part of your action system in the change process?**
  ii. **What is your action plan?**
  iii. **What are the potential costs and benefits of your plan?**
 b. **How will you delegate responsibilities**
 c. **Outline your goals and objectives**
 d. **How will you deal with opposition?**
 e. **Identify the power tactics you will be prepared to use in advocating for change. Why did you select those specific tactics? Which power tactics would you not select and why?**

VI. **Conclusion**

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a

technology issue does occur regarding an assignment submission, email me at **anne.scaggs**@angelo.edu and attach a copy of what you are trying to submit. <mark>Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.</mark> This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Late Work Policy
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted. Accommodations may be made on a case-by-case basis, but only for University-approved circumstances or prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook[1]
- Angelo State University Catalog[2]

Student Responsibility and Attendance
Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

<mark>Note</mark>: This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and time will be offered for students. To have some flexibility, the sessions will be recorded for students to view at a time convenient to them. **Attendance is not mandatory.**

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's Statement of Academic Integrity.[3]

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.[4] The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures[5] for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy[6] in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.[7]

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day[g] for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1 Jan. 18-23	**Review Syllabus** Complete the Self-Introduction
Week 2 Jan. 24-30	Read Chapter 1: Assessment of Groups **Journal 1:** You are working with a co-leader who continually tells the group what to do and inserts himself/herself into the middle of every conversation. What is the likely impact of this behavior? (**Please make sure you find at least one peer reviewed journal article in addition to your book to support your comments). DUE 1/30 eod** **Collaborate Session**
Week 3 Jan. 31-Feb. 6	Read Chapter 2: Group Work: A Critical Addition to the Social Work Repertoire
Week 4 Feb. 7-13	Watch (Pelech et al) Lecture videos: Supportive Groups & Organizational Groups. **Assignment 1: Group Presentation due 2/13 eod** **Collaborate Session**
Week 5 Feb. 14-20	Read Chapter 3: Assessment of Communities
Week 6 Feb. 21-27	**Journal 2:** How can approaches to community assessment be used to empower residents or community members and build community capacity? (**Please make sure you find at least one peer reviewed journal article in addition to your book to support your comments). DUE 2/27 eod** **Collaborate Session**
Week 7 Feb. 28-Mar. 6	Read Chapter 4: Intervention with Communities
Week 8 Mar. 7-13 *** *Spring Break: March 14-20*	**Assignment 2: Community Paper due 3/13 eod** **Collaborate Session**

Week/Date	Topic/Assignments/Assessments DUE
Week 9 Mar. 21-27	Read Chapter 5: Assessment of Organizations **Journal 3:** Identify and discuss the major steps in internal management and how the steps impact the effectiveness of an organization. (**Please make sure you find at least one peer reviewed journal article in addition to your book to support your comments). DUE 3/27 eod**
Week 10 Mar. 28- Apr. 3	Read Chapter 6: Intervention with Organizations **Collaborate Session**
Week 11 Apr. 4-10	**Assignment 3: Organization Presentation due 4/10 eod**
Week 12 Apr. 11-17	Read Chapter 7: Assessment of Institutions **Final Collaborate Session**
Week 13 Apr. 18-24	**Journal 4:** Which early reformer/pioneer do you believe had the most significant impact on institutional assessment and why? (**Please make sure you find at least one peer reviewed journal article in addition to your book to support your comments). DUE 4/24 eod**
Week 14 Apr. 25-May 1	Read Chapter 8: Intervention with Institutions **Advocacy Presentations Due 5/1 eod**
Week 15 May 2-8	
Week 16 May 9-13	**Finals Week**

Grading Rubrics

SWK 6369 Group Presentation Rubric

I. **Introduction**
II. **Engagement - _____ (15 pts.)**
   You must present: Brief history and purpose of the group, Characteristics/Demographics of the group members, Discuss why you selected this particular group and how you will gain access to the group, Discuss how you will engage the group, and Discuss the groups response to your interaction with them
III. **Assessment - _____ (20 pts.)**
   You must present: Current objectives used to meet group purpose, Discuss group perceptions of their current work and include a discussion of the groups strengths and limitations, How will you conduct your assessment of the group including: What data will you use/what assessment tool, How will you gain

access to and collect the data, What research will need to be completed along with the assessment, and Identify areas of additional needs paying close attention to small projects that could make a big difference for this group in terms of needed funds or increasing the groups presence within the community

IV.   **Proposed Interventions -   (35 pts.)**

Please cover your: Proposed intervention for each need, Present and discuss the evidence supporting your interventions as best practices, How will you gain support from the group members for you proposed interventions? Who will you approach first and why? Will you approach the group for their input? Why or why not? Discuss the benefits and outcomes of each intervention, Clearly layout how you would implement one of your 2 proposed interventions. Who will be a part of your action system? Identify any barriers to implementing your selected intervention. How will you plan to manage the barriers you identify? How will you handle opposition to the proposed changes? What tactics are you prepared to use?

V.   **Proposed Evaluation - (15 pts.)**

Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)

VI.   **Conclusion**

The quality of your presentation which includes audio recording, flow of information, adherence to the outline, references, and visual aids -   (15 pts.)

SWK 6369 Organization/Social Service Agency Presentation Rubric

I.   **Introduction**

II.   **Engagement -   (15 pts.)**

Please provide: Brief history of the agency/organization including mission statement, goals, objectives, Current population served (including socio-economic status, ethnicity, gender, age, etc.), and Discuss how you would engage with the agency/organization

III.   **Assessment -   (20 pts.0**

You need to discuss: Current objectives used to meet agency/organization goals, Discuss agency/organization perceptions of their current work and include a discussion of the agency/organization strengths and limitations, Identify either a policy or staff development need (can be an existing policy or a new policy) in need of improvement (this can be identified by someone at the agency or by you), How will you conduct your assessment of the policy or staff development issue? What data will you use? How will you gain access to and collect the data? What research will need to be completed along with the assessment?

IV.   **Proposed Interventions -   (35 pts.)**

Please: Identify a policy or in-service need to develop staff and propose an intervention for the policy or in-service need, Discuss the evidence supporting your policy change or staff-development as a best practice, and How will you present this information to the agency administration to gain their support? Who will you approach first and why? Will you approach agency staff for their input? Why or why not? Discuss the benefits and outcomes of each intervention, Clearly layout how you would implement your proposed policy update/change or in-service staff development, How will you handle opposition to your proposed intervention? What tactics are you prepared to use?

V.   **Proposed Evaluation - _(15 pts.)**
        Clearly layout and discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)

VI.   **Conclusion**

The quality of your presentation which includes audio recording, flow of information, adherence to the outline, references, and visual aids - _____(15 pts.)

SWK 6369 Community Practice Paper Rubric

I.   **Introduction**

II.   **Engagement - _____(15 pts.)**
        Describe the community to be assessed (include demographic make-up, socioeconomic issues, and current services available). Identify Stakeholders and Key Individuals (who you believe have power and influence in the community and discuss why you believe this to be true). Identify the strengths and limitations of the Stakeholders and Key Individuals. Discuss how you would engage the stakeholders and key individuals in the community. How will you approach each stakeholder?

III.   **Assessment - _____(20 pts.)**
        Discuss how you assess the community. What data will you use? How will you gain access to and collect the data? What research will need to be completed along with the assessment? Identify a community need based on your assessment. What are the strengths of the community? What are the limitations of the community? Will there be a need to build within the community in order to create a capacity for change? How will you do this? Identify 2 potential interventions for the identified need.

IV.   **Proposed Interventions - _____(35 pts.)**
        Propose and discuss one intervention designed for the identified need. Present and discuss the evidence supporting your intervention as a best practice. Discuss the benefits and outcomes of the intervention. Clearly layout how you would implement the proposed interventions. How will you organize the community? How will you delegate responsibilities? What are your goals and objectives? How will you deal with opposition to your proposed intervention? Identify the power tactics you will be prepared to use when

engaging those in opposition. Why did you select those specific power tactics? Which power tactics would you not select and why?

    V.   **Proposed Evaluation**

               Discuss how you will evaluate the efficacy of your intervention (i.e. pretest/post-test, survey etc.)

    VI.   **Conclusion**

Adherence to APA and Grammar/Spelling - _____ (15 pts.)

Mock Advocacy Presentation Rubric

    I.   **Introduction**

    II.   **Describe the Community assessed. _____ (10 pts.)**

               You need to discuss demographic make-up, socioeconomic issues, and current services available. Identify Stakeholders and Key Individuals (who you believe have power and influence in the community and discuss why you believe this to be true). Identify the strengths and limitations of the Stakeholders and Key Individuals and talk about how you approached each stakeholder.

    III.   **Discuss How You Assessed the Community. ___ (15 pts.)**

               What data did you use? How did you gain access to and collect the data? What research did you conduct along with the assessment? What are the strengths and limitations of the community? Identify the target system and community need you determined based on your assessment.

    IV.   **Discuss the community's assets _____ (25 pts.)**

               What are the built assets of your community (physical structures such as a community center or meeting places)? What are the natural assets (which might include a community's environment, quality of life, etc.)? What are the social assets (include factors such as the friendliness of residents and resources that bring people together i.e. church or neighborhood parties)? What are the economic assets (such as available jobs, economic conditions, etc.)? What are the service assets (which include health, educational, and welfare services available to community members)?

    V.   **Outline in detail how you would advocate for the community change needed. _____ (35 pts.)**

               Talk about how you will organize the community. Who will be a part of your action system in the change process? What is your action plan? What are the potential costs and benefits of your plan? How will you delegate responsibilities? Outline your goals and objectives. How will you deal with opposition? Identify the power tactics you will be prepared to use in advocating for change. Why did you select those specific tactics? Which power tactics would you not select and why?

    VI.   **Conclusion**

The quality of your presentation which includes audio recording, flow of information, adherence to the outline, references, and visual aids - _____ (15 pts.)

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

[1] https://www.angelo.edu/student-handbook/

[2] https://www.angelo.edu/catalogs/

[3] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

[4] https://www.angelo.edu/services/disability-services/

[5] https://www.angelo.edu/content/files/14197-op-1011-grading-procedures

[6] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

[7] https://www.angelo.edu/dept/writing_center/academic_honesty.php

[8] https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of