I. COURSE DOMAIN AND BOUNDARIES

This course develops social work practice skills in the areas of groups, organizations and communities. Main substantive areas include group dynamics, organizational theory, human service structure, management and governance in nonprofit organizations; program development and evaluation, and community practice strategies. Values and ethics are also explored as they apply to the mezzo and macro levels of practice. In addition to gaining practice knowledge, students will actively engage in an organizational based research project designed to apply course content with existing knowledge to create evidence based recommendations for practice improvement.

II. CORE COMPETENCIES AND PRACTICE BEHAVIORS

Competency 1: Demonstrate Ethical and Professional Behavior  
Competency 2: Engage Diversity and Difference in Practice  
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice  
Competency 4: Engage in Practice-informed Research and Research-informed Practice  
Competency 5: Engage in Policy Practice  
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities  
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities  
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities  
Competency 9: Evaluate Practice w/ Individuals, Families, Groups, Organizations & Communities
<table>
<thead>
<tr>
<th>CSWE/EPAS Competencies (2015)</th>
<th>Practice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1 3</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2 3</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3 3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4 2</td>
</tr>
<tr>
<td>Engage in policy practice.</td>
<td>C5 3</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6 1 and 2</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7 1 and 2</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8 1 and 2</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9 1 and 2</td>
</tr>
</tbody>
</table>

Various competencies are either Introduced (1), Emphasized (2) or Reinforced (3) in each course. The number in each cell corresponds to how the competency is covered in that course. Not all competencies are addressed in every course.

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown: Student Handbook 2017-18

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.
Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu
Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

Classes will begin with a discussion of one required article or chapter, either as a PDF posted to Blackboard or from the Case Study book below. Periodic pop quizzes will test for reading completion and concept comprehension. The recommended text provides more context about class topics and organizational/community practice, but will not be incorporated into quizzes.


Additional readings will be assigned as needed on weekly topic areas. These additional readings will be listed in Blackboard and will either be available electronically or as a reserved reading in the library.

VI. ORGANIZATION OF COURSE

This course is designed to give a substantial overview of nonprofit organizations and community improvement efforts — placing the individual social worker within the context of the broader systems and forces that shape our work. Theory will be combined with practitioner knowledge, discussion, and community-based projects to deepen student learning and engagement. Each class session is oriented as an introduction to deeper areas of work that students may choose to explore with their remaining time at the Brown School. While, as a foundational course, we know all students may not connect with all aspects of organizational or community work, we assert that a broad understanding of each class topic is vital for the success of any social work practice.

Class sessions will typically be organized using the following format:

- 30 minute discussion of the required reading. Pop quizzes will be used to test reading completion and concept comprehension
- 45-60 minutes will be devoted to lecture and class discussion of the broader class topic
- 45-60 minutes will be devoted to a guest speaker or additional group activities to enhance learning on the week’s topic
- 30+ minutes of in-class group project time will occur at the end of class, where instructors will be available to answer student questions and workshop student concerns
- We will provide at least 10 minutes of break time during the three hour session
VII. ROLE OF FACULTY AND STUDENT

Role of Instructor

The instructor is responsible for the learning environment and course content. The instructor will oversee grading of all assignments, provide appropriate feedback on students’ work, and give final determination to each student’s final grade. The instructor will respond to student inquiries regarding the readings and course assignments. The instructor is available for contact outside of class time by phone during normal business hours and by e-mail anytime. The instructor does not hold regular office hours on campus, but is available to setup meetings with students by appointment at request of the student. Students are encouraged to seek guidance as needed throughout the semester.

This course is taught by two co-instructors. Each co-instructor equally shares oversight and responsibility for the class. The co-instructors will divide the grading of student assignments. Generally, co-instructors will alternate responsibilities for leading each week’s lecture and activities. Both co-instructors will normally be in attendance each week for class.

Co-Instructor Role as Community Liaison: This course is taught by two co-instructors. Each instructor will share the community liaison role. In this capacity, each instructor will work directly with 2 community groups regarding their Community Projects. Students are encouraged to access their assigned community liaison throughout the semester for the available support this person can provide, including:

- Assisting in the orientation and structure of group projects
- Serving as a facilitator and resource to group project members
- Serving as an advocate for student needs and issues
- Providing linkages to the St. Louis community

Role of Students

Class attendance and participation: The engaged learning and group project-based nature of the course requires that students keep up with assignments and participate in class discussion. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If you are unable to attend class, please contact the instructor in advance, or failing that, immediately afterwards. Excessive absenteeism (i.e. missing 3 or more classes per semester) will result in a point deduction of 5 points off the student’s final grade, with the instructor reserving the right to deduct further points for any additional unexcused absences beyond three missed sessions.

Assignment Submission: All assignments are made at the beginning of the semester to provide students ample time to manage their course work expectations to assure that assignments are completed and submitted on time. As a result, no extensions will be provided on assignments without prior approval. Assignments are considered late if they are not submitted prior to class on the date specified. Late assignments will receive a 5-percentage point reduction for each 24-hour period past the due date/time, up to a maximum deduction of 25% off the student’s final grade. All assignments are to be submitted through Blackboard. Considerations for pop quizzes are outlined below.

Writing style requirements: Strong academic writing is fundamental to your success in graduate school. All assignments (not including pop quizzes) are required to be written in American Psychological Association (APA) format and follow the most current guidelines in the APA publication manual. If you
are unfamiliar with this formatting style, this manual is available at the campus bookstore, the library, and the Brown Communication Lab.

**General Class Expectations:** This class is designed to blend theory and practice. Thus, theoretical grounding from the class readings is combined with practice experience in the foundation practicum and group projects. A service-learning approach is taken, integrating critical reflection on practice. One assignment relates specifically to the student's practicum/organizational experience, and a significant number of class discussions will rely on students to discuss their practicum experiences. Assigned readings are to be read prior to class and students should come to class prepared to discuss and apply readings to discussions, which will include application to students’ experiences in their practicum.

Students are divided into community practice project groups at the beginning of the semester. An attempt is made to assign students to projects based on their general interests. Each group will be tasked with a specific project, which will be implemented in the community. Topics, projects and group assignments will be announced in the first class session.

In each project, students will:

- Identify and engage with stakeholders to address a particular community need
- Assess the community and the designated topic or issue to be addressed through observation, research, and engagement with stakeholders
- Identify evidence-based practice models or possible strategies related to the given topic/issue.
- Explore the feasibility of these models or strategies with stakeholders
- Consider capacity and sustainability issues and recommend strategies for addressing each, given the chosen model or strategy

Each community practice project has four primary deliverables:

1. Community Project Problem Analysis
2. Community Project Methodology
3. Final Community Project Paper
4. Presentation on Community Project to Class and Stakeholder Groups

It is expected that all students will take a professional attitude toward this course, its expectations and assignments. Recognition should be given to the fact that community practice does not follow an established template: It is unique to the context in which it is practiced. As such, unanticipated events are inevitable and nothing is perfect — the entire class is in this together as a learning experience, and patience, persistence, and flexibility will reap rewards.

**VIII. ASSIGNMENTS AND GRADING CRITERIA**

**Reading Pop Quizzes**

*Due:* Continuous

*Length:* In-class; no length requirement

*Worth:* 15 points total (3 graded quizzes; 5 points apiece)

To underscore the importance of required readings — and ensure that class discussions are rich and participatory — we will begin a few class sessions with unannounced pop quizzes that ask short but
substantial questions about content of the reading. We will not be testing for memorized terms or names, but rather looking for student insight from (and completion of) the assigned article or chapter.

**Community Project Problem Analysis**
Due: Session 4
Length: 10 pages+
Worth: 10 points

In order to begin the evidence-based practice process for the community project, it is important that the students have a thorough understanding of the context and background of the problem as presented. *To do so, students will conduct an interview with their organizational sponsor at their location and a review of the current knowledge base of what is known about the problem.* It is expected that no fewer than 15 articles are reviewed. See Appendix 1 for recommended structure and grading criteria.

**Community Project Methodology**
Due: Session 6
Length: 5 pages+
Worth: 10 points

To complete an evidence-based practice process for problem solving, students will outline the step-by-step process that they will use to address gaps in the knowledge base, understand stakeholder’s perception of the problem, and gather expert opinion from the field to gain larger social context. Included in this assignment will be any questionnaires, surveys, focus group and/or interview questions that will be used to collect information. Also included in the methodology will be a timetable for completion of the remainder of the project. See Appendix 2 for recommended structure and grading criteria.

**Organizational Assessment**
Due: Session 10
Length: 9-10 pages
Worth: 15 points

Students will dive into detail about their practicum organization (or other agreed-upon site) to examine the organization’s internal and external environments based on concepts discussed in class. They will also identify both best practice approaches that their organization uses to address community needs — as well as offer recommendations for improvement. See Appendix 3 for paper outline and grading criteria.

**Community Project Final Paper**
Due: Session 13
Length: 20 pages plus appendices as appropriate
Worth: 25 points

The final project paper is the written overview of the problem analysis, methodology, findings, and recommendations. The final paper will reflect all of the evidence-based practice activities conducted by the student group as well as, real world recommendations for addressing the problem in ways that are sustainable and reflect the capacity of the organization. *This paper will be provided to your community*
sponsors. Each student’s individual grade for this assignment will be weighted using peer feedback. See Appendix 4 for paper outline and grading criteria.

Career Reflection Paper
Due: Session 14
Length: 4-5 pages
Worth: 10 points

The theme of this paper is “Defend Your Career Path.” In light of the totality of concepts discuss over this course, students are asked to explain why they feel their current career path is one that will create the most social impact in their field and be the best use of their time. See Appendix 5 for grading criteria.

Presentation to Community Partners
Due: Session 10
Length: 30 min (total group time)
Worth: 10 points

Students will present their findings from their project to their classmates and their community project stakeholders. The presentation will provide an overview of the purpose, method(s), findings, and recommendations. Professional dress is expected. Students will engage with their project sponsors following their presentations to address questions and engage in termination activities. See Appendix 6 for presentation outline and grading criteria.

Overall Class Participation
Worth: 5 points

All students are expected to be adult learners, actively contributing in all areas of the class. A total of 5 points will be available for participation. Criteria for participation is:

- Consistent class attendance, with active listening and paying attention (1 points)
- Active sharing of appropriate content/analysis through in-class discussion (1 points)
- Demonstrating professional behavior and cultural competence, being respectful and constructive in comments and action (1 points)
- Instructor’s observations of student’s equitable participation in the group project process (2)

Points are awarded for completing required elements of each assignment. Students must address in detail the required content. Full points in each section will be awarded to students who demonstrate not only content understanding, but also critical thinking and analysis, and successful synthesis of class concepts and citations.
Grading Summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Pop Quizzes</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>Problem Analysis</td>
<td>Session 4 (2/9)</td>
<td>10</td>
</tr>
<tr>
<td>Methodology</td>
<td>Session 6 (2/23)</td>
<td>10</td>
</tr>
<tr>
<td>Organizational Critique</td>
<td>Session 10 (3/30)</td>
<td>15</td>
</tr>
<tr>
<td>Project Paper</td>
<td>Session 13 (4/20)</td>
<td>25</td>
</tr>
<tr>
<td>Career Impact Paper</td>
<td>Session 14 (4/27)</td>
<td>10</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>Session 15 (5/2)</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Numerical Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95</td>
<td>A</td>
</tr>
<tr>
<td>94-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>69 and Below</td>
<td>F</td>
</tr>
</tbody>
</table>

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Analysis</td>
<td>C4, C6, C7, C8, C9</td>
<td>Skills/Cognitive Processes/Knowledge</td>
</tr>
<tr>
<td>Methodology</td>
<td>C4, C6, C7</td>
<td>Skills/Cognitive Processes/Knowledge</td>
</tr>
<tr>
<td>Organizational Assesment &amp; Individual Reflection Paper</td>
<td>C1, C2, C4, C5, C7, C9</td>
<td>Knowledge/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Community Project Final Paper</td>
<td>C1, C2, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge/Cognitive Processes/Values/Skills</td>
</tr>
<tr>
<td>Presentation to Community Partners</td>
<td>C1, C2</td>
<td>Skills/Cognitive Processes/Knowledge</td>
</tr>
<tr>
<td>Peer Evaluation (component of final paper)</td>
<td>C1, C2, C3, C7</td>
<td>Values/Skills</td>
</tr>
<tr>
<td>Case Studies</td>
<td>C1, C2, C7</td>
<td>Knowledge/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>C2</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Session 1: Introduction to Social Work: Your Role in a Changing Field

We will explore:
1. Class expectations and philosophy
2. Student areas of interest and practice
3. Navigating social work education at the Brown School
4. Social work in context — its embedding in “macro” practice
Activity: Social Work Context and Career Mapping
Reading: None

Session 2: Social Workers Within an Organization

We will explore:
1. Social work within the context of an organization
2. Basic skills needed in group work and teams
3. Ways to identify and address conflict in practice

Activity: Project Sponsor Visit
Reading: See Blackboard

Session 3: Human Service Organizations: History, Purpose, and Future

We will explore:
1. Characteristics and structure of human service organizations
2. How mission, vision and values impact organizational effectiveness
3. Political, social, and financial forces impacting organizations

Activity: Guest Speaker: Organizational Leadership
Reading: See Blackboard

Session 4: Programs, Services, and Other Organizational Efforts

We will explore:
1. How organizations identify needed interventions
2. How organizations design interventions
3. How organizations deliver programs, services, and other change efforts

Activity: Case study
Reading: See Blackboard
Due: Community Project Problem Analysis Paper

Session 5: Managing and Improving Organizations

We will explore:
1. Basic tenants of organizational management
2. Strategic planning and improvement
3. Organizational capacity building
4. Board governance and external relations

Activity: TBD
Reading: See Blackboard
Session 6: Funding Organizations and Change Efforts

We will explore:
1. Basics of organizational funding and management
2. Fundraising efforts and challenges

Activity: Guest Speaker: Fundraising and Development
Reading: See Blackboard
Due: Community Project Methodology paper

Session 7: Evaluating Impact

We will explore:
1. Key elements of evaluation
2. How to design multiple evaluation approaches
3. Problems and barriers in evaluation

Activity: In-class Group Project Team Process & Feedback Reflection
Reading: See Blackboard

Session 8: Anti-Racist/Anti-Oppressive Practice

We will explore:
1. Anti-racism and anti-oppression as frame for social work practice
2. Examples of racism and oppression in community practice
3. Strategies for becoming an anti-racist/oppressive organization

Activity: Guest Speaker: Racial Equity
Reading: See Blackboard

Session 9: Organizations within Systems

We will explore:
1. How an organization is impacted by surrounding systems
2. How to assess a systems’ impact
3. System change and improvement strategies

Activity: Guest Speaker: Systems Change
Reading: See Blackboard
**Session 10: Organizations within Communities**

We will explore:
1. How community resources and power structures can impact individuals
2. How the community environment impacts organizations
3. How to organize people to create community change

Activity: TBD  
Reading: See Blackboard  
Due: Organizational Assessment

**Session 11: Community Engagement**

We will explore:
1. Role of social workers and organizations in responding to community
2. How to best understand and engage with community priorities
3. Building community voice into decision making and accountability

Activity: Guest Speaker: Community Leadership  
Reading: See Blackboard

**Session 12: Community Change**

We will explore:
1. How to responsibly push for community-wide changes
2. The role of partnerships, coalitions, and collaboratives in community change efforts
3. Engaging in work across public, private, and nonprofit stakeholders (Collective Impact)

Activity: Guest Speaker: Community Change  
Reading: See Blackboard

**Session 13: Policy and Advocacy**

We will explore:
1. The impact of policy on social work and human service organizations
2. How organizations can advocate for policy change

Activity: Guest Speaker: Local Policy  
Reading: See Blackboard  
Due: Community Project Paper
Session 14: Social Innovation

We will explore:
1. How social innovation can create new approaches to social change
2. How social enterprise can generate new sources of energy and revenue for social change
3. How key topics from this semester influence your future career path

Activity: In-Class Career and Impact Reflection
Reading: See Blackboard
Due: Career Impact Reflection Paper

Session 15: Project Presentations to Sponsor Agencies

Activity: Final Presentations! Dress for success
Due: Group Project Presentation PowerPoint Slides
Appendix 1

Problem Analysis
10 pages (minimum)
10 points

I. Title Page (not included in page number)

II. Organizational Overview
   b. Who is the client/population served?

III. Problem Overview
   a. What is the proposed question from the organization?
   b. To what extent does the problem effect the organization? The client? Stakeholders? The overall community?
   c. How is the problem currently being addressed by the organization?

IV. Current Knowledge of Problem (aka Literature Review)
   a. What is the current knowledge base regarding the problem as presented? This is your detailed narrative of your literature review (which must include at least 6 citations, and should be at least several pages long)
      i. Are there dominant themes?
   b. Are there sociocultural theories that explain why the problem is occurring?
   c. Is there a larger etiology (cause-effect) or other contributing effects to the problem that need to be understood in addition to the presented problem? (i.e. policies, modalities, impacts of oppression) If so, what are they are what do we know about them?

V. Discussion
   a. What do you now understand about the problem?
   b. Are their gaps in research that need to be addressed to better understand the context of the problem for the organization/community?

VI. Brief Conclusion Narrative
   a. Are there logical next steps for action?

VII. References

VIII. Appendices
   a. You must include an annotated bibliography that provides a detailed summary (approx. ½ page each) for at least six of your cited sources in your literature review section.
   b. Include your team’s “Group Agreements Contract” from the “Effective Teams” article

Grading Rubric (10 points):
- Present detailed Organizational Overview addressing history, mission, services: 2 points
- Display of understanding of the presenting problem: 2 points
- Explanation of current knowledge of the problem (Literature Review): 4 points
- Analysis of gaps in knowledge base: 1 point
- Formatting and writing, APA adherence, etc.: 1 point
Appendix 2

Methodology
5 pages (minimum)
10 points

I. Methodology
   a. Restate the problem that the organization is enlisting you to solve
   b. Based on your understanding of the organization’s problem and the current knowledge base on
      the issue, identify the activities you will conduct to address the EBP elements of:
      i. Practitioner Judgment and Experience
      ii. Involved Persons
      iii. Examination of the Social Environment
   c. Why do you think these activities are better than others?
   d. What results do you anticipate from your interventions?
   e. What resources will you need to engage in these complete these activities and how will you
      access them?

II. Data Collection Methods (Attach Surveys, Questionnaires, Focus Group Questions etc.)
   a. Where did these data collection methods come from?
   b. If unique, how did you create them? Are they valid and reliable?
   c. How will you analyze your findings?

III. Anticipated Challenges
   a. Identify predicted challenges you will encounter in this process and proposed solutions
   b. Identify at least three “critical questions” on important but yet-unanswered information needed
      from the sponsor agency or other key stakeholders; this is information that will be critical to the
      project’s success

IV. Deliverables and Timeline
   a. In addition to your project results and recommendations, will you be delivering any other
      support materials to the project sponsor?
   b. When will all activities be completed?

V. Appendices
   a. You must include a one-page, detailed, and well-formatted visual/table that illustrates your
      team’s action plan – list your key deliverables, and timeline you’ll take to achieve them

Grading Rubric (10 points):

- Detailed methodology narrative, that identifies key stakeholders from the three EBP perspectives,
  rationale for why you are taking this approach, discussion of resources you will need: 3 points
- Thorough explanation and relevance of proposed data collection methods: 3 points
- Meaningful discussion of anticipated challenges and potential solutions: 1 point
- Detail and thoughtfulness of narrative describing Deliverables and Timeline: 1 point
- Completeness of timeline diagram in appendix: 1 point
- Formatting and writing, APA adherence, etc.: 1 point
Students are encouraged – but not required - to use their current practicum site as the basis for their organizational assessment. When this is not feasible, students should select an agency with which they have had prior working experience. You will need a reliable contact within the agency you chose to help you gather this information and is willing to participate in a stakeholder interview. Please consult your instructor if you are having difficulty choosing an agency context for this assignment.

The paper should address all content outlined below. If your profiled organization is underdeveloped in certain areas listed below, explain those gaps in the appropriate section. Students should incorporate content and citations from the course readings, class lectures and guest presentations of the class to serve as their basis of analysis of the topics outlined below.

**Explanation of the Organization’s Internal Environment**
- Organization History, Mission & Vision
- Organizational Culture (work style, employee relations, level of formality, diversity/inclusion)
- Organizational Structure and Staffing
- Structure of Executive Management Team and Board of Directors (managerial style, etc.)
- Brief Overview of Key Programs and Services
  - What relevant research & evidence base undergirds the programming?
  - What evaluation practices are used to monitor program effectiveness?

**Explanation of the Organization’s External Environment**
- Revenue Sources and Funding Streams
- Budget Management and Spending Practices
- Community Outreach and Marketing
- Competitors (potential or actual)
- Collaborators, Affiliations, Networks
- Civic/Political Connections

**Identification and Discussion of Organizational Best Practices**
Utilizing key concepts discussed in class to date about best practices and the role of human service organizations, identify and discuss 2-3 major areas where the organization is successfully implementing applying best practices to their work. Identify how the organization utilizes these practices to achieve their mission.

**Recommendations for Improvement**
Provide a narrative of 2-3 clear, detailed recommendations on what the organization can do to address weaknesses, build on strengths, launch new efforts, etc. These can be related to information presented in the previous section or can be new concepts. Provide rationale for your recommendations, with citation of course concepts or outside references as needed.

**Reference List**
May include internal documents from your profile organization (i.e. brochure, annual report), and course readings used as framework/support for your analysis, etc.
Appendices (optional)

Grading criteria:
- Thoroughness of description regarding the internal environment: 3 points
- Thoroughness of description regarding the external environment: 3 points
- Level of thoughtfulness and utilization of key class concepts in identify agency best practices: 4 points
- Applicability and critical analysis of recommendations and next steps: 4 points
- Overall presentation (format, APA, writing style): 1 point
Appendix 4

Group Project Final Paper
20+ pages
25 points

The final paper is the accumulated process of your semester’s work. As such, it should reflect a high level of detail and reflection on the process, yet be viewed by the end reader in an easy to read and implement product. While the paper should be written in traditional APA style, the tone should reflect more of a professional business writing style than an academic one. The final paper must contain the following components:

Introduction (not included in page limit):
   I. Title page with names of all members, class name and affiliation
   II. Acknowledgements
      a. Thank those who have provided assistance with project
   III. Table of contents
      a. List the major paper headings and the page numbers they begin on
      b. List names of each appendix
   IV. Executive summary (maximum of 2 pages) with brief summary of:
      a. Overview of the problem
      b. Methods
      c. Key findings
      d. Recommendations and next steps

Section One: Overview of the Problem
   I. Organizational Overview
      a. Description of the partner organization
      b. Description of the client(s) or population served by the organization
      c. Description of the stakeholders
         i. Internal
         ii. External
      d. Description of the organization within the context of the overall community
   II. Problem Analysis
      a. Description of initial question from the partner organization
      b. Effect of the problem on the organization, client and stakeholders
      c. Describe the project team’s goal and objectives for addressing the problem
   III. Best Available Evidence (Literature Review)
      a. Discuss the known issues about the problem in context of current available knowledge
      b. Explain where there are gaps in knowledge base

Section Two: Methodology
   I. Project Activities
      a. Describe in detail what actions/interventions were used to complete your EBP examination:
         i. Practitioner Judgement and Experience
         ii. Involved Persons
         iii. Examination of Social Environment
      b. Explain the measurement tools used to gather this information
      c. Explain why this approach was used over others
d. Describe any changes from your originally proposed project structure, and your actually-implemented methodology. What were causes/rationale for such changes?

Section Three: Findings and Discussion

I. Results
   a. Present main findings/themes by sub-section (recommend 3-5)
   b. Include tables or figures to support the findings (best as appendices)

II. Discussion
   a. What elements of the process went well? Were their unseen barriers to completion of the project? What could have been done differently? (i.e. methodology strengths & limitations)
   b. Upon reflection of the entire process, what do you know now about the problem, why it occurred and how to address it?

Section Four: Recommendations and Next Steps

I. Recommendations for Practice
   a. Based upon your project’s efforts what does organization need to do? (provide bullet points for each recommendation with the following details)
      i. How do they do it?
      ii. What resources are required for success?
      iii. What is the feasibility of implementation of these findings within the organizational or community capacity?

II. Conclusion
   a. From a social justice perspective, discuss next steps to address the problem on larger macro or systemic level through advocacy or policy change as needed

Appendices/Supporting Documentation (not included in page count)

I. 1-2 Page Takeaway Summary for Organization. Make as practical as possible, avoiding academic language, inserting visual aids when needed. Not in APA format. Should look snappy and professional!

II. Tables and Figures
   a. Include a one-page Recommendations Table that summarizes 3-5 priority strategies you recommend for adoption, the strengths and weaknesses of each
   b. Include all relevant tables and charts used to support materials

III. Instruments
   a. All final versions of any surveys, interview questions, etc.
   b. A raw data table summary of results of any instruments used, including open responses from surveys, compiled notes from any focus groups or interview, etc.

Grading Rubric (25 points):

- Thoroughness of problem analysis: 3 points
- Clarity of methodology: 5 points
- Thoroughness of findings: 6 points
- Applicability of recommendations: 7 points
- Detailed and properly formatted appendices: 2 points
- Overall writing clarity and consistency, APA adherence, grammar & typos: 2 points

Each student’s final grade for this assignment will be adjusted based upon peer feedback. Each team member will complete a peer assessment of each other that will impact the final raw score of this assignment.
Appendix 5

Career Impact Reflection

4-5 pages

10 points

This paper will ask students to examine key themes explored in this class and relate them to the career path you now see developing before you. It is designed to help you articulate your career goals in context of organizational and community practice, as well as your coursework so far. Though it can be somewhat less formal than the other assignments, you should use course text and articles when possible and apply critical analysis skills to your own work and career goals.

The theme of this paper is “Defend Your Career Path.” In light of the totality of concepts discuss over this course, students are asked to explain why they feel their current career path is one that will create the most social impact in their field and be the best use of their time.

Content in the paper should answer the following areas:

- **Describe the current arc of your ideal career path.** What type of work do you see yourself doing, what areas of practice interest you, what populations are you excited to serve, etc.
- **Discuss how concepts we have explored in this class** have either reinforced or redirected your career focus – or does it remain unchanged?
- **Present a rationale** for why you feel your current ideal career path is the right one to pursue
  - What crucial social impact can your career path produce?
  - Why is your anticipated path best suited to create this impact versus other approaches?
  - Reinforce your argument by citing key concepts presented in this course related to the practices that produce organizational, community, and systems change. How will your career path utilize these practices?
- **What do you see as skill areas and competencies** discussed in this class that you will need to deepen in for your career to produce the most impact?
- **How do you expect to engage in organizational and community practice,** regardless of your work setting or the career path you take?

Grading Rubric (10 Points):

- Thoughtfulness and clarity of your discussion: 3 points
- Detail in addressing the questions above: 4 points
- Citation/synthesis of class materials/concepts/readings: 2 points
- Quality of writing, formatting, etc.: 1 point
Appendix 6

Community Project Presentation
30 minutes + Q&A
10 points

At the conclusion of the semester, you will be asked to make a group presentation to your community project sponsor and their selected guests. Your instructor, community liaisons and classmates will also be present for your presentation. All members of your group are required to present. Your presentation will reflect the highlights from your project paper and must contain the following information:

I. Purpose of project including original problem presented by the organization.
II. Intervention/Methodology including who, what, when, why and how
III. Results/findings of your field work
IV. Recommendations and next steps

Grading Rubric (10 points):

- Clarity of explanation of project goals: 2 points
- Explanation of methods, interventions, and findings: 3 points
- Clarity of recommendations and next steps to goals and methods: 3 points
- Overall presentation style, preparation and supporting materials: 2 points
# SOCIAL WORK PRACTICE WITH ORGANIZATIONS AND COMMUNITIES: COURSE SCHEDULE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19</td>
<td>Introduction to Social Work: Your Role in a Changing Field</td>
<td>Social Work Career Map</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/26</td>
<td>Social Workers Within an Organization</td>
<td>Meeting with Project Sponsor</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/2</td>
<td>Human Service Organizations: History, Purpose, and Future</td>
<td>Guest Speaker</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/9</td>
<td>Programs, Services, and Other Organizational Efforts</td>
<td>Case Study/Activity</td>
<td>DUE: Problem Analysis</td>
</tr>
<tr>
<td>5</td>
<td>2/16</td>
<td>Managing and Improving Organizations</td>
<td>Case Study/Activity</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/23</td>
<td>Funding Organizations &amp; Change Efforts</td>
<td>Guest Speaker</td>
<td>DUE: Methodology</td>
</tr>
<tr>
<td>7</td>
<td>3/2</td>
<td>Evaluating Impact</td>
<td>Case Study/Activity</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/9</td>
<td>Anti-Racist/Anti-Oppressive Practice</td>
<td>Guest Speaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SPRING BREAK (3/16)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/23</td>
<td>Organizations within Systems</td>
<td>Guest Speaker</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/30</td>
<td>Organizations within Communities</td>
<td>Case Study/Activity</td>
<td>DUE: Organizational Assessment</td>
</tr>
<tr>
<td>11</td>
<td>4/6</td>
<td>Community Engagement</td>
<td>Guest Speaker</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/13</td>
<td>Community Change</td>
<td>Case Study/Activity</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/20</td>
<td>Policy and Advocacy</td>
<td>Guest Speaker</td>
<td>DUE: Project Paper</td>
</tr>
<tr>
<td>14</td>
<td>4/27</td>
<td>Social Innovation</td>
<td>Student Reflections &amp; Course Wrap-Up</td>
<td>DUE: Career Reflection</td>
</tr>
<tr>
<td>15</td>
<td>5/4</td>
<td>Final Presentations</td>
<td>Final Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITIES:**
- Social Work Career Map
- Meeting with Project Sponsor
- Guest Speaker
- Case Study/Activity
- DUE: Problem Analysis
- DUE: Methodology
- DUE: Organizational Assessment
- DUE: Project Paper
- DUE: Career Reflection
- Final Presentations