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. MSW COMPETENCIES ADDRESS IN THIS COURSE:

<table>
<thead>
<tr>
<th>EPAS Competencies (2015)</th>
<th>SWP Orgs &amp; Comm</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>
</tbody>
</table>
Intervene with individuals, families, groups, organizations, and communities | C8 | 1 and 2
Evaluate individuals, families, groups, organizations, and communities | C9 | 1 and 2

Various competencies are eitherIntroduced (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 2017-2018

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, jw kennedy@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

Required texts:


Other required readings and course materials:

Additional readings, podcasts, and/or videos will be assigned as needed on weekly topic areas. These materials will listed in Blackboard and will be available either electronically or as a reserved reading in the library. Students will be expected to read/listen to/view the assigned materials that are identified for each class session in the course outline prior to class and to apply assigned material to in-class discussions and activities on the week assigned.

VI. ORGANIZATION OF COURSE

The knowledge base of the course is grounded in historical and modern theoretical knowledge with applied skill building activities to reinforce application. Effective use of self and skill development are stressed throughout the course. In addition to lecture and discussion, this course will include videos and group exercises to thoroughly examine the presented course topics. In general, each class will be organized as follows:

- The first 30-45 minutes of class will be devoted to small group work on the community projects. Instructors will observe the small group process and provide assistance and
support as necessary. Please note that while there is dedicated time in class for working on team projects, students are expected to meet outside of class as well.

- During the next 15 minutes, the instructor will address “housekeeping” issues such as announcements, questions and concerns about assignments and projects, and current events. Community project groups will also be asked to share updates on their projects at various times in the semester during this time.
- The next 45 minutes to one hour will be dedicated to presentation of material that expands on the assigned readings, along with class discussion. PowerPoint will often be used to support the presentation.
- The final 45-60 minutes will be dedicated to a guest lecturer, film, or a skill-building exercise.

VII. ROLE OF FACULTY AND STUDENT

Role of Instructor and Community Liaison

The Instructor and CL will provide a learning environment that includes information via readings, lectures, guest speakers, practical examples of materials, and field experiences for the class. The Instructor and CL will be available to students by appointment. In addition, the CL will serve as a resource to community project team members and a link between students and applicable community partner organizations within the St. Louis community. Students are encouraged to access the instructor for support and guidance throughout the semester.

Role of Students

Class attendance and participation: The applied skill building nature of learning in this class requires that students keep up with assignments and participate in course 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 an overall deduction of 5 points to the student’s final grade.

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 point reduction for each 24 hour period past the due date/time. Assignments over one week late will not be accepted. All assignments are to be submitted through Blackboard.
Writing style requirements: Strong academic writing is fundamental to your success in graduate school. All assignments 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.

Please avoid colloquial expressions, proofread all your documents carefully, and employ good grammar. All assignments must be typed. Students are encouraged to access the various on-campus writing resources if they feel challenged by writing assignments. Due to the popularity of these resources, students have to make appointments in advance. Delays in students accessing on-campus writing resources will not affect the assignment deadline.

Email: Please check your email regularly. This is the primary way the instructor and community liaison will communicate with you outside of class. They will use the broadcast email feature available through Blackboard. Because Blackboard interfaces with a student’s WebSTAC account, it is imperative that the email listed in a student’s WebSTAC account is current and the one the student uses regularly.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Class and Team Participation

Due: Duration of semester
Worth: 10 points (Class)
         10 points (Team)

Participation in the discussions and exercises in class is critical to student learning. You are expected to attend each class and to fully participate while present. Attendance and participation are noted and observed by the instructor each session and will count as 10% of your overall course grade for the semester.

It is also important to fully participate in the group process as you work in small teams to complete the community assessment project for the course. If you are unable to meet with the team at an agreed upon time, plan to be out of town during the semester, or cannot meet the team’s expectations for any other reason, it is expected that you will let your other team members know this as soon as possible. You will have the opportunity to offer your team members confidential feedback that will determine their team participation grade based on their performance at the end of the semester by completion of a Team Feedback Form. Ratings from the Team Feedback Form will be averaged and count as 10% of your final grade.

Problem Analysis

Due: Session 5 – February 14, 2018
Length: 15 pages
In order to begin the evidence based practice process for the service learning 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 as presented.** It is expected that no fewer than 15 articles are reviewed. See Appendix 1 for structural sample and grading criteria.

**Evidence Based Methodology**

Due: Session 8 – March 7, 2018  
Length: 1 to 3 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 structural sample and grading criteria.

**Organization Case Study Paper (20% of grade)**

Due: Session 11  
Length: No longer than 7 pages  
Worth: 20 points

Students will submit a paper assessing a fictitious organization via a case study. The purpose of the assignment is to assess the student’s ability to apply course readings (especially the Forces for Good text) and discussions to an organization. Citations from the academic literature should be provided to support your observations and perceptions. Submissions should be APA style (6th edition), 12 point Times Roman font, double-spaced, and no longer than 7 pages. The instructor will provide specific written guidelines and requirements for this assignment in Class Session #1.

**Embedded Learning Project Final Paper**

Due: Session 13  
Length: 20 pages plus appendices as appropriate  
Worth: 20 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.* See Appendix 3 for paper outline and grading criteria.

**Presentation to Community Partners**

Due: Session 15  
Length: 30 min (total group time)  
Worth: 15 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 4 for presentation outline and grading criteria.

**Course Grading Scale**

<table>
<thead>
<tr>
<th>Numerical Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-96</td>
<td>A</td>
</tr>
<tr>
<td>95-90</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>79 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 Case Study</td>
<td>C1, C2, C4, C5, C7, C9</td>
<td>Knowledge/Cognitive Processes/Values</td>
</tr>
</tbody>
</table>
| Embedded Learning Project Final Paper | C1, C2, C4, C5, C6, C7, C8, C9 | Knowledge/Cognitive Processes/Values/Skills
| Presentation to Community Partners | C1, C2 | Skills/Cognitive Processes/Knowledge
| Peer Evaluation | C1, C2, C3, C7 | Values/Skills
| **Course Activities** | **Competency** | **Dimensions Measured**
| Case Studies | C1, C2, C7 | Knowledge/Cognitive Processes/Values
| Guest Speakers | C2 | Knowledge
IX. COURSE OUTLINE (*Readings to be completed Prior to Class*)

**Session 1: January 17, 2018**

**Topic(s):** Introduction to Practice in Organizations and Communities

**Objectives:** Students will develop an understanding of –
- The parameters and focus of this course
- The role of critical thinking in community practice
- What is a community and the types of communities
- Why community-level interventions are important

**Readings:** Students are responsible for reserve readings listed below as well as any additional materials added to the Class Session 1 folder in Blackboard.

**Reserves**


**Session 2: January 24, 2018**

**Topic(s):** Using Group Practice Skills for Change Activities

**Objectives:** Students will develop an understanding of –
- Understand the basic skills needed in group work
- Explore the characteristics of effective teams
- Explain ways to identify and address conflict in practice

**Readings:** Students are responsible for reserve readings listed below as well as any additional materials added to the Class Session 2 folder in Blackboard.

**Reserves**


**Speaker/Exercise:** Meetings with Community Partners

**Session 3: January 31, 2018**

**Topic(s):** Introduction to Community and Community Practice

**Objectives:** Students will develop an understanding of –
- The history of community practice in the social work profession
- The importance and role of community practice in the 21st Century
- Introduction to core models of community practice, especially with diverse populations
- Basic assessment and evidence-based intervention skills for ethical and effective social work practice with an emphasis on organizational and community empowerment and capacity building.
- The professional use of self and continuing professional development in organizational and community settings, including the adoption of ethical, appropriate social work roles in organizations, including community-based agencies.
- The unique dynamics of community practice across organizational settings and target populations

**Readings:** Students are responsible for reserve readings listed below as well as any additional materials added to the Class Session 3 folder in Blackboard.

**Reserves**


**Speaker/Exercise:** The Democratic Promise: Saul Alinsky and His Legacy documentary

**Class Session 4: February 7, 2018**

**Topic(s):** Introduction to Community and Community Practice (Part 2)
Understanding and Assessing Communities

Objectives: Students will develop an understanding of –
- The components and process of community assessment
- Data sources for community assessment
- Resources for effective community assessment

Readings: Students are responsible for reserve readings listed below as well as any additional materials added to the Class Session 4 folder in Blackboard.

Reserves


Speaker/Exercise: Small group discussion on McKnight and Sprecht & Courtney Readings
Staff from the GIS Office, Washington University

Class Session 5: February 14, 2018

Topic(s): Community Theory and Practice

Objectives: Students will develop an understanding of –
- The role of theory in social work
- The diverse theories and models in community practice
Readings: Students are responsible for reserve readings listed below as well as any additional materials added to the Class Session 5 folder in Blackboard.

Reserves


Speaker/Exercise: *Dignity Harbor: A Home Away from Homeless* film and small group exercise

Assignment Due: Problem Analysis Paper – Assignment must be submitted through Blackboard prior to start of class

**Class Session 6: February 21, 2018**

Topic(s): Community Organizing and Engagement

Objectives: Students will develop an understanding of –
- Community engagement principles
- The costs and benefits of different strategies in the context of the community and population group(s) involved
- Community capacity building and how to build community capacity
- Citizen-driven community change
- Evaluating community change

Readings: Students are responsible for reserve readings listed below as well as any additional materials added to the Class Session 6 folder in Blackboard.

Reserves


Speaker/Exercise: Holding Ground film

Class Session 7: February 28, 2018

Topic(s): Social and Economic Development

Objectives: Students will develop an understanding of –
- Social and economic development as a distinct area of community practice
- Economic-based and community-based asset development

Readings: Students are responsible for reserve readings listed below as well as any additional materials added to the Class Session 7 folder in Blackboard.

Reserves


Speaker/Exercise: Exercise or presenter to be determined
Class Session 8: March 7, 2018

Topic(s): International Community Development

Objectives: Students will develop an understanding of –
- The social, political and economic impacts of globalization on the people served by social workers
- How communities are redefined in the context of globalization and how communities can in turn impact upon the global scene
- The roles of social workers as advocates on a large scale (national, transnational, global)
- How to address global issues locally and local issues internationally through advocacy or social action

Readings: Students are responsible for reserve readings listed below as well as any additional materials added to the Class Session 8 folder in Blackboard.

Reserves


Speaker/Exercise: Presenter or film to be determined

Assignment Due: Evidence Based Methodology Paper – Assignment must be submitted through Blackboard prior to start of class.

****SPRING BREAK – NO CLASS ON MARCH 14TH****
Class Session 9: March 21, 2018

Topic(s): Nature, Structure, and Theories of Organizations

Objectives: Students will develop an understanding of –
- Key concepts and characteristics of organizations
- The role of organizations in society and the field of social work
- Basic organizational theories and frameworks

Readings: Students are responsible for texts and reserve readings listed below as well as any additional materials added to the Class Session 9 folder in Blackboard.

Texts


NOTE: Students are encouraged to read both of the above texts in their entirety before Class Session 9. Content will be discussed and applied in Sessions 9 through 13.

Reserves


Speaker/Exercise: Small group exercise

Class Session 10: March 28, 2018

Topic: Organizational Culture, Quality, and Change

Objectives: Students will develop an understanding of –
- Key factors in organizational change
The role of culture within organizations
The use of self in mediating organizational change
How organizational change contributes to organizational and community capacity
How organizations choose between competing goals in an environment of scarce or limited resources
The importance of quality in nonprofit organizations and the role of evaluation in influencing quality

Readings: Students are responsible for texts and reserve readings listed below as well as any additional materials added to the Class Session 10 folder in Blackboard.

**Texts**


**Reserves**


**Speaker/Exercise:** Small Group Case Study Exercise (4.2)

**Class Session 11: April 4, 2018**

**Topics:** Nonprofit Organizations 101

**Objective:** Students will develop an understanding of –
• The nonprofit sector in America
• How nonprofits are structured, operate, and are financed
• The role of leadership and effective management within nonprofits
• Current trends and issues facing nonprofits

Readings: Students are responsible for texts and reserve readings listed below as well as any additional materials added to the Class Session 11 folder in Blackboard.

Texts


Reserves


Speaker/Exercise: Presenter to be determined
Small Group Case Study Exercise (1.3)

Assignment Due: Organizational Case Study Paper – Assignment must be submitted through Blackboard prior to start of class.

Class Session 12: April 11, 2018

Topics: Networks, Coalitions, Organizations, and Collaborations

Objective: Students will develop an understanding of –
- The types, roles, and potential impact of coalitions
- Advocacy, collaboration, coalition building, lobbying skills and strategies for influencing political processes and policies relevant to organizational and community practice.
- How organizations are impacted by social, political and economic dynamics
- Interorganizational networks and collaboration
- How to build and sustain networks and coalitions in capacity-building community work

**Readings:** Students are responsible for texts and reserve readings listed below as well as any additional materials added to the Class Session 12 folder in Blackboard.

**Texts**


**Reserves**


**Speaker/Exercise:** Panel presentation

**Class Session 13: April 18, 2018**

**Topic(s):** Trends and Forces Affecting the Nonprofit Sector

**Objectives:** Students will develop an understanding of:
- Current trends, challenges, and issues facing nonprofits
- Social entrepreneurship and its developing role in the nonprofit sector
Readings: Students are responsible for texts and reserve readings listed below as well as any additional materials added to the Class Session 13 folder in Blackboard.

Texts


Reserves


Speaker/Exercise: Guest speaker on social entrepreneurship

Assignment Due: Embedded Learning Project Final Paper – Assignment must be submitted through Blackboard prior to start of class.

*Class Session 14: April 25, 2018*

Topic(s): Social Justice and Advocacy in Organizational and Community Contexts

Objectives: Students will develop an understanding of –
- Different approaches to realizing social justice both within the context of the organization and with regards to citizens and communities
- The role of ethics and ethical dilemma resolution in community work

Readings: Students are responsible for texts and reserve readings listed below as well as any additional materials added to the Class Session 14 folder in Blackboard.
**Reserves**


**Speaker/Exercise:** Panel presentation

**Class Session 15: May 2, 2018**

**Topic:** Evidence-Based Practice and Intervention Skills

**Objectives:** Students will develop an understanding of –
- Basic assessment and evidence-based intervention skills for ethical and effective social work practice with an emphasis on organizational and community empowerment and capacity building.
- Various empirically supported theoretical approaches that are used for assessing and intervening with organizations and communities.
- Evidence-based community intervention strategies focused on fields of practice
- The unique dynamics of community practice across organizational settings and target populations

**Assignment Due:** Presentations to community partners
Appendix 1
Problem Analysis
15 pages (Minimum)
15 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
   a. What is the current knowledge base regarding the problem as presented? 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. Conclusion
   a. Are there logical next steps for action?

VII. References

Grading Rubric (15 points):
- Display of understanding of the presenting problem 30%
- Explanation of current knowledge of the problem (theories, trends, predictions) 30%
- Identification of gaps in knowledge base 30%
- Formatting and writing 10%
Appendix 2
Methodology
1-3 pages
10 points

I. Methodology
   a. Based on your understanding of the organization’s problem and the current knowledge base on the issue, identify the activities will you conduct to address the EBP elements of:
      i. Practitioner Judgment and Experience
      ii. Involved Persons
      iii. Examination of the Social Environment
   b. 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. 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?

Grading Rubric (10 points):
   • Completeness of explanation of EBP methods to address problem 30%
   • Explanation of resource needs 20
   • Completeness of data collection methods 30%
   • Completeness of timeline 20%

Appendix 3
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
   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

Section Three – Findings and Discussion

I. Results

   a. Present main findings/themes by sub-section
   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?
   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. Tables and Figures

   a. Include a table that lists any models/strategies, with their strengths and weaknesses as appropriate
   b. Include all tables and charts used to support qualitative materials as appropriate

II. Data Collection Instruments

III. References

Grading Rubric (20 points):

- Thoroughness of problem analysis 25%
- Clarity of methodology 15%
- Thoroughness of findings 15%
- Applicability of recommendations 25%
- Overall writing clarity and consistency 20%

Appendix 4
Community Project Presentation
30 minutes + Q&A
15 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

The group presentation will be graded on the following:

- Clarity of explanation of project goals 20%
- Explanation of methods, interventions, and findings 30%
- Clarity of recommendations and next steps to goals and methods 30%
- Overall presentation style, preparation and supporting materials 20%
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<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC</th>
<th>POSSIBLE SPEAKERS/EXERCISES</th>
<th>PROJECT PHASE</th>
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<td>Introduction to Practice in Organizations and Communities</td>
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<td>Orientation</td>
<td>Conduct Site Visit of Project Site and interview project sponsor to complete Problem Analysis</td>
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<td>Using Group Practice Skills for Change Activities</td>
<td>Meeting with Community Partners</td>
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<td>Dignity Harbor Film Small Group Exercise</td>
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<td>YOU</td>
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<td>DUE: Group Presentations</td>
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