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 ADDRESSED 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>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8 1 and 2</td>
</tr>
</tbody>
</table>
Evaluate individuals, families, groups, organizations, and communities | C9 | 1 and 2

| 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 2017-2018

**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 Umrath 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](https://www.wustl.edu/titleix/)

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](https://www.wustl.edu/titleix/)

**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](https://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


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

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. Generally, each class is divided into three sections in order to achieve these objectives:

- The first 60 minutes of class will be devoted to small group work and instructor feedback
- The next 60 minutes will be devoted to lecture
- The remainder of class will be devoted to discussion and/or a practice related activity
- Two break intervals will be provided during the three hour session

VII. ROLE OF FACULTY AND STUDENT

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.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Problem Analysis
Due: Session 6
Length: 15 pages
Worth: 15 points
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
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.

Organizational Case Study Analysis
Due: Session 5, 7 and 10
Length: 5 pages min (Each)
Worth: 30 points total (10 points for each analysis)
To assess students’ understanding of organizational structure and dynamics, students will provide analysis and reflection on an organizational case study. Case studies will be provided to the student and placed on Blackboard. Students will be asked to address the questions
following each provided study example. It is expected that students will use outside materials such as the text or readings to support their analysis as needed.

**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.

**Peer Evaluation**

Worth: 10 points

Students will be rated by their group project members on their contributions to the overall group experience. An average from group members will be used to determine participation points. Criteria for group contributions include:

- Understanding of assigned roles and responsibilities within the group
- Ability and willingness to meet assigned deadlines
- Respectful communication with group members
- Overall contribution to final paper deliverable
- Overall contribution to final presentation deliverable
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>
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</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 Analysis</td>
<td>C1, C2, C4, C5, C7, C9</td>
<td>Knowledge/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Embedded Learning 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</td>
<td>C1, C2, C3, C7</td>
<td>Values/Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competency</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<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 (Readings are from text are optional. Readings on Blackboard are required. Additional required readings from Forces for Good are outlined on the last page)

Session 1: Introduction to Practice in Organizations and Communities
Objectives:
1. Class Expectations and philosophy
2. What is the role of the Social Worker at a mezzo/ macro level
3. Understand the planned change process
4. Explain historical perspectives of “macro” practice

Session 2: Using Group Practice Skills for Change Activities
Objectives:
Session 3: Understanding Human Service Organizations
Objectives:
1. Explore the characteristics and structure of human service organizations
2. Explain how mission, vision and values impact organizational effectiveness.

Optional Reading: Chapter 5 in text

Session 4: Understanding Human Service Organizations (Part Deux)
Objectives:
1. Understand theories of organization behavior
2. Explore the impact of management and leadership in organizations

Reading: Conceptualizing Culture in Organizational Theory in Readings Folder
(This section will be at Christian Activity Center, 540 N 6th St, East St Louis, IL 62201. Lecture will be moved to another session and there will be additional group time in Session 5.)

Session 5: Decision Making for Organizational Change
Objectives:
1. Explain how organizational change efforts are identified and assessed
2. What is strategic planning
3. Understand the concepts of sustainability and capacity

Due: Case Study Analysis
Optional Reading: Chapter 6 in text

Session 6: Creating and Implementing Programs and Services
Objectives:
1. Understand how we design interventions with logic models
2. Engage with Pert Chart Planning
3. Explore how to navigate resistance to change

Due: Problem Analysis prior to class
Optional Reading: Chapter 7 in text
**Session 7: Obtaining and Managing Resources Effectively within Organizations**

Objectives:
1. Understand the role of volunteers within the human service organization
2. Explain techniques for funding nonprofit organizations
3. Understand how to leverage social enterprise and entrepreneurship models for social change

**Due: Case Study Analysis**

**Class Session 8: Understanding Neighborhoods and Communities**

Objectives:
1. Explore the types and functions of communities in the social environment
2. Explore neighborhoods and communities from an ecosystems perspective
3. Explain models for community development

**Due: Methodology prior to class**

*Optional Reading: Chapter 8 in text*

**Session 9: Implementing Change Efforts in Communities**

Objectives:
1. Understand how community resources and power structures can impact individuals
2. Understand the role that social action plays in community Practice
3. Explore how to organize people to create community change

*Optional Reading: Chapter 9 in text*

**Due: Case Study Analysis**

**Class Session 10: Evaluating Practice Efforts**

Objectives:
1. Explore the key elements of evaluation
2. Learn how to design multiple evaluation approaches
3. Understand problems and barriers in evaluation

*Optional Reading: Chapter 10 in text*

**Due: Case Study Analysis**

**Session 11: Leveraging Advocacy and Policy Practice for Social Change**

Objectives:
1. Assessing organizations
2. Planning for capacity building
3. Leveraging networks, coalitions, collaborations and mergers

*Optional Reading: Chapter 11 in text*

**Session 12: Global Practice Environments**

Objectives:
1. Explore human service interventions from a global/international perspective
2. Discuss culturally informed practice
Class Session 13: Ethics and Ethical Dilemmas in Practice
Objectives:
1. Explain the Ethical Decision Making Process
2. Identify common ethical dilemmas in practice
3. Discuss how differences in culture can influence practice decisions
Optional Reading: Chapter 12 in text
Due: Final Paper prior to class

Session 14: Book Club – Forces for Good
Objectives:
Students will have time to reflect on the readings of Forces for Good and its relevance to their learning and experience to date.
Reading Prior to Class: Completion of Forces for Good

Session 15: Project Presentations
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 you will 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 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
Final Paper
20+ pages
20 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
   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%
# Social Work Practice with Organizations and Communities: Course Schedule

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC/LECTURE</th>
<th>CLASSROOM</th>
<th>PROJECT PHASE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Introduction to Practice in Organizations and Communities and Using Group Practice Skills</td>
<td>Team Conversations</td>
<td>Orientation with sites</td>
<td>Conduct Site Visit of Project Site and interview project sponsor to complete their problem analysis: Forces for Good pgs. 1-27, Ch. 5</td>
</tr>
<tr>
<td>2</td>
<td>1/23</td>
<td>Using Group Practice Skills for Change Activities</td>
<td>Charli Cooksey-Forward Through Ferguson</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/30</td>
<td>Understanding Human Service Organizations</td>
<td>Laura Howitz-Wee Stories</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/6</td>
<td>Understanding Human Service Organizations (part deux)</td>
<td>CAC Visit</td>
<td>Research (extra time next week/on your own)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/13</td>
<td>Decision Making for Organizational Change</td>
<td>Extra Time in Groups</td>
<td>Research</td>
<td>DUE: Case Study 1; Forces for Good Ch 6-8</td>
</tr>
<tr>
<td>6</td>
<td>2/20</td>
<td>Creating and Implementing Programs and Services</td>
<td>Class Activity or Speaker</td>
<td>Intervention Design</td>
<td>DUE: Problem Analysis</td>
</tr>
<tr>
<td>7</td>
<td>2/27</td>
<td>Obtaining and Managing Resources Effectively within Organizations</td>
<td>Social Enterprise</td>
<td>Intervention Design</td>
<td>DUE: Case Study 2; Forces for Good, Ch 3 &amp; 4</td>
</tr>
<tr>
<td>8</td>
<td>3/6</td>
<td>Understanding Neighborhoods and Communities</td>
<td>Class Activity or Speaker</td>
<td>Field Research</td>
<td>DUE: Methodology</td>
</tr>
<tr>
<td>9</td>
<td>3/20</td>
<td>Implementing Change Efforts in Communities</td>
<td><em>Dudley Street Video</em></td>
<td>Field Research</td>
<td>Forces for Good Ch. 9-10</td>
</tr>
<tr>
<td>10</td>
<td>3/27</td>
<td>Evaluating Practice Efforts</td>
<td>Conversations so far and extra group time</td>
<td>Field Research</td>
<td>DUE: Case Study 3</td>
</tr>
<tr>
<td>11</td>
<td>4/3</td>
<td>Leveraging Advocacy and Policy Practice for Social Change in Organizations and Communities</td>
<td>Class Activity or Guest Speaker</td>
<td>Field Research/ Writing</td>
<td>Forces for Good, Ch. 2, Assigned article</td>
</tr>
<tr>
<td>12</td>
<td>4/10</td>
<td>Global Practice Environments</td>
<td><em>Pray the Devil Back to Hell</em></td>
<td>Field Research/ Writing</td>
<td>Finish forces for Good by 4/24</td>
</tr>
<tr>
<td>13</td>
<td>4/17</td>
<td>Ethics and Ethical Dilemmas in Practice</td>
<td>Class Activity or Guest Speaker</td>
<td>Reflection</td>
<td>DUE: Project Papers</td>
</tr>
<tr>
<td>14</td>
<td>4/24</td>
<td>Forces for Good Book Club</td>
<td>Extra Time in Groups</td>
<td>Revisions/Preparation</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>5/1</td>
<td>Project Presentations and Course Wrap-up</td>
<td>YOU</td>
<td>Presentation</td>
<td>DUE: Group Presentation</td>
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*Additional articles will be posted on Blackboard.