I. Catalogue Description
The purpose of this course is to assist the student in learning about the theory and practice of planned change in communities and organizations and to incorporate a generalist model into practice at these levels of intervention. Knowledge and skills developed during this semester will allow the student to work and intervene in a variety of systems, agency, and community contexts.

II. Course Overview
This is a required foundation year MSW course that prepares students for entry-level macro social work practice. Students develop foundational skills in assessment, intervention, and evaluation with groups, organizations, and communities; and in policy construction and implementation. These arenas are viewed as both tools and targets for change efforts. This process is driven by the principles of economic and social justice, multiculturalism, and anti-oppression practice and requires social workers to become critical thinkers and reflective practitioners engaged in and capable of facilitating an action-oriented model that reflects social work’s core values. Critical thinking, issue analysis, group skills, and active class participation are key elements in the course. Assignments are designed to help students apply academic and research information to the community issues that surround them. The course is organized around brief lectures, in-class group activities, and class discussion. Students are required to come to class on time and prepared.

III. Competencies and Practice Behaviors Taught in This Course
In order for schools of social work to receive and retain accreditation from the Council on Social Work Education, they must document concretely how their courses advance central learning goals – “competencies” – as well as practice behaviors that reflect those competencies. This table summarizes course-learning goals in these specific CSWE terms:

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
</table>
| 2.1.1: Identify as a social worker and conduct oneself accordingly. | *Advocate for client access to the services of social work.  
* Attend to professional roles and boundaries.  
* Demonstrate professional demeanor in behavior, appearance and communication. | Photo Voice Project (PVP)  
Class Participation / SWOT Analysis |
| 2.1.2: Apply SW ethical | *Recognize and manage personal values in a | SWOT  
Comm. Participation |
<table>
<thead>
<tr>
<th>Course Content</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>principles to guide professional practice</td>
<td>way that allows professional values to guide practice.</td>
</tr>
<tr>
<td>* Make ethical decisions by applying standards of the NASW.</td>
<td></td>
</tr>
<tr>
<td>* Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td></td>
</tr>
<tr>
<td>Paper (CPP)</td>
<td>PVP / SWOT</td>
</tr>
<tr>
<td>PVP / SWOT</td>
<td>Exam</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>* Distinguish, appraise and integrate multiple sources of knowledge,</td>
</tr>
<tr>
<td></td>
<td>including research-based knowledge and practice wisdom.</td>
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<tr>
<td></td>
<td>* Analyze models of assessment, prevention, intervention and evaluation.</td>
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<tr>
<td></td>
<td>* Demonstrate effective oral and written communication in working with</td>
</tr>
<tr>
<td></td>
<td>individuals, families, groups, organizations, communities and colleagues.</td>
</tr>
<tr>
<td>PVP / SWOT</td>
<td>PVP / SWOT / Class discussion / Exam</td>
</tr>
<tr>
<td>PVP / SWOT / In Class group presentations</td>
<td></td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>* Recognize the extent to which a culture’s structures and values may</td>
</tr>
<tr>
<td></td>
<td>oppress, marginalize, alienate, or create or enhance privilege and</td>
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<tr>
<td></td>
<td>power.</td>
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<tr>
<td></td>
<td>* View selves as learners and engage those with whom they work as</td>
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<tr>
<td></td>
<td>informants.</td>
</tr>
<tr>
<td>CPP / In-class activities / Exam</td>
<td></td>
</tr>
<tr>
<td>CPP / SWOT</td>
<td></td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>* Understand the mechanisms of oppression and discrimination.</td>
</tr>
<tr>
<td></td>
<td>* Advocate for human rights and social and economic justice.</td>
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<tr>
<td></td>
<td>* Engage in practices that advance social and economic justice.</td>
</tr>
<tr>
<td>CPP / Exam</td>
<td>PVP</td>
</tr>
<tr>
<td>PVP</td>
<td></td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>* Use research evidence to inform practice.</td>
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<tr>
<td>CPP / PVP</td>
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</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>* Provide leadership in promoting sustainable changes in service</td>
</tr>
<tr>
<td></td>
<td>delivery and practice to improve the quality of social services.</td>
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<tr>
<td>PVP / SWOT</td>
<td></td>
</tr>
<tr>
<td>2.1.10a: Engage with individuals, families, groups, organizations and</td>
<td>* Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
<tr>
<td>communities</td>
<td></td>
</tr>
<tr>
<td>PVP / In – Class discussions</td>
<td></td>
</tr>
<tr>
<td>2.1.10b: Assess individuals, families, groups, organizations and communities</td>
<td>* Develop mutually agreed-on intervention goals and objectives.</td>
</tr>
<tr>
<td></td>
<td>Select appropriate intervention strategies.</td>
</tr>
<tr>
<td>PVP / SWOT / Exam</td>
<td></td>
</tr>
<tr>
<td>2.1.10c: Intervene with individuals, families, groups, organizations and</td>
<td>* Initiate actions to achieve organizational goals.</td>
</tr>
<tr>
<td>communities</td>
<td></td>
</tr>
<tr>
<td>PVP / SWOT</td>
<td></td>
</tr>
</tbody>
</table>

IV. Course Content

Course Schedule Summary
<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1: January 21 | • Introductions
• Class Philosophy
• Intro to Generalist Macro Practice: |                                                  |
| 2: January 28 | • Social Construction of Social Problems                              |                                                  |
| 3: February 4 | • Power, Empowerment, & Social capital: Contexts for community mobilization |                                                  |
| 4: February 11 | • Social, Political, & Community Mobilization                        |                                                  |
| 5: February 18 | • “The Beloved Community” as context for social work practice          |                                                  |
| 6: February 25 | • Community Change                                                    | Community Participation Paper due 11:59 PM       |
| 7: March 4 | • Community Organizing…
• “Who’s change is this anyway?” |                                                  |
| March 11 | **No Class this week: Spring Break**                                 |                                                  |
| March 18 | **No Class this week: Spring Break**                                 |                                                  |
| 8: March 25 | • Social Work With Organizations                                      | S.W.O.T. agency analysis due 11:59 PM            |
| 9: April 1 | • Organizational Change                                               |                                                  |
| 10: April 8 | • Social Work Supervision                                             |                                                  |
| 11: April 15 | • Social Policy & Poverty                                            |                                                  |
| 12: April 22 | • Street level bureaucracies & bureaucrats                            |                                                  |
| 13: April 29 | • PhotoVoice Project Exhibition                                       | Photo Voice Projects due 11:59 PM                |
| 14: May 6 | • Exam: Communities, Organizations, & social policy
• Wrap-Up
• Course Evaluations | Final Exam                                                         |
**Course Outline**

(Week 1: January 21): Overview of Course and Objectives

*We will explore:*
- Introductions and overview of this course.
- Conceptualizing generalist macro practice social work.
- What is macro social work practice from a generalist perspective? How does/can it influence social change, social justice, human service agencies, and communities themselves?
- Local context as a lens for learning.

(Week 2: January 28): The Social Construction of Social Problems

*We will explore:*
- How do conditions in the world become defined, or framed, as “social problems”?
- Why do multiple framings of a single condition emerge while other conditions never become defined by society as problems – and to what effect?

**Readings:**


(Week 3: February 4): Power, Empowerment, & Social Capital - contexts for community mobilization

*We will explore:*
- What is power, empowerment, and social capital – What do these concepts mean in a community context?
- What explains why some individuals and communities mobilize against a grievance while others do not?
- Are communities increasingly disconnected?

**Readings:**
Homan: Ch. 7 Power

Lee: 1 & 2 The Empowerment Approach

### (Week 4: February 11): Social, Political & Community Mobilization

*We will explore:*

- *How to find the space for change utilizing a nuanced understanding of the dynamics of power.*
- *Power is contextual given the space and place it exists in. How can this differ greatly from setting to setting? Can this contextual balance be intentionally influenced?*
- *How can expanding the frame of reference on an issue lead to greater potential for change and a broader impact?*

**Readings:**


### (Week 5: February 18): The Beloved Community

*We will explore:*

- *What is a community?*
- *Community context as ever-present.*
- *What is unique about community social work practice?*

**Readings:**

Hardcastle Ch. 1

Community Toolbox:

Capter 1: Section 3


### (Week 6: February 25): Community Change

*We will explore:*

- *How do communities change?*
- *How does the unique community context effect, influence, and foster this change?*
- *How do competing thoughts on the need or lack thereof for change influence this process?*

**Assignment due:** *Community Participation Paper due 11:59 PM February 25th.*

**Readings:**

Community Toolbox:


**Recommended:**

Community Toolbox:
(Week 7: March 4): Community Change (cont.) – a closer look at Community Organizing

We will explore:
- What is community organizing anyway?
- How do different organizing philosophies & techniques influence the practice.
- Social Work & Community Organizing… congruence of fit? - possibilities?

Readings:
https://www.dissentmagazine.org/article/alinsky-for-the-left-the-politics-of-community-organizing

McKnight, J. (2013), “A Basic Guide to ABCD Community Organizing” The Asset Based Community Development Institute, Northwestern University
http://www.abcdinstitute.org/docs/A%20Basic%20Guide%20to%20ABCD%20Community%20Organizing(3).pdf

MARCH 11: NO CLASS SPRING BREAK

MARCH 18: NO CLASS SPRING BREAK

(Week 8: March 25): Social Work with Organizations

We will explore:
- What types of organizations exist in the human services realm? How do these different “types” influence service provision and the organization’s role in the community?
- How has the concept of “privatization” influenced human service organizations?
- A range of management philosophies organizations apply to the work they do.
- Organizations as the context of modern social work practice.

Assignment Due: S.W.O.T. agency analysis due 11:59 PM March 25.

Readings

Netting, Mcmurty: Ch. 7

(Week 9: April 1): Organizational Change

We will explore:
- What variables influence the viability of organizational change?
- Organizational change as a fluid & ongoing process.
- Can we assess and influence the likelihood change will take place in an agency?
- Who does and should influence all of this change?
- Peter Miller – Theories and critical analysis of change potential in the public school system.

Readings

Gibleman Ch. 12


(Week 10: April 8): Social Work Supervision

What we will explore:
- The roles, influence, and practice of supervision in social work practice.
- The concept of “supervision in the middle” and the nature of this balancing act.
- Implicit bias: how does this effect our practice and what role can supervision play in mitigating this reality?

Readings:
Community Toolbox:


(Week 11: April 15): Social Policy & Poverty

What we will explore:
- Self-sufficiency philosophy and its impact on welfare reform, social service programs, and funding priorities.
- How is poverty a driving context for social policy related to human service provision?
- How well do the programs and policies that surround us connect with the real people & families on the ground floor? Are there opportunities to enhance this connection?

Readings:
“Poverty Fact Sheet: Which Families Are Poor and Why?”, Institute for Research on Poverty University of Wisconsin - Madison
[http://www.irp.wisc.edu/publications/factsheets/pdfs/FactSheet11-PoorFamilies.pdf](http://www.irp.wisc.edu/publications/factsheets/pdfs/FactSheet11-PoorFamilies.pdf)


(Week 12: April 22): Street-level bureaucracies and bureaucrats

We will explore:
- This week we combine insights about policy and organizational practice to consider the role that human service workers – you – play in the implementation of social welfare policies and programs within organizations.

Readings:
Lipsky, M. (1980), Ch. 3: The problem of resources, Ch. 4 Goals & Performance Measures Ch.5: Relations with Clients, AND Ch. 7: Rationing services: Limitation of access and demand.

In Street-Level Bureaucracy: Dilemmas of the Individual in Public Services, New York: Russell Sage Foundation.

(Week 13: April 29)

In-Class Photo Voice Exhibition

Assignment Due: Photo Voice Projects due 11:59 PM April 29th.

(Week 14: May 6):
- Exam
- Wrap Up
- Course Evaluations

V. Text and Reading Materials for the Course

There is no text for this course. Readings are posted on Learn@UW. Periodically, the instructor may make available additional required readings.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading Scale & Standards:
Students final grade will be based on the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
</tbody>
</table>
Meets expectations in all areas
Meets expectations in some areas; below in others
Below expectations in most areas
Below expectations in all areas
Fails to meet minimal expectations in all areas, not acceptable

Grading criteria will be assigned in the following ways:

<table>
<thead>
<tr>
<th>Evaluation Factors</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Community Participation Paper</td>
<td>20</td>
</tr>
<tr>
<td>B. SWOT Analysis</td>
<td>20</td>
</tr>
<tr>
<td>C. Photo Voice Project</td>
<td>25</td>
</tr>
<tr>
<td>D. Exam</td>
<td>25</td>
</tr>
<tr>
<td>E. Participation</td>
<td>5</td>
</tr>
<tr>
<td>F. Attendance</td>
<td>5</td>
</tr>
</tbody>
</table>

| Maximum Points Possible  | 100     |

ASSIGNMENTS

A. Community Participation and Empowerment of Diverse Populations

Citizen participation and community and organizational change efforts differ depending on the population involved. Their involvement, and our work with them, differs depending on what populations/communities they are a part of.

For this assignment you should focus on a specific population and particular individuals in that population according to various dimensions of diversity such as gender, gender identity, class, physical ability, sexual orientation, nationality, age, race or ethnicity (e.g., older adult African-American transgender females; male adolescent Native Americans; married, middle-aged white females; young white men who are homeless; older persons with disabilities; etc.). The population should be one of which you do not belong. You should do some outside reading about the population you choose. The research you do can include Internet research, but that should not be your only source of information. You should also use books, peer review articles, and/or interviews.

After you conduct your research, address the following in your paper:

- Provide an introduction to the population you have chosen. You can include anything you think is important here.
- Describe some of the distinctive strengths and challenges that people who are members of your selected population may share. You might also want to consider any policy or institutional issues affecting members of your selected population.
- In what ways might your selected population have power to create change? Can you find any examples of how they have been involved in bringing about change (collective action)?
- What are possible barriers that keep members of your selected population from participating in their communities and/or engaging in collective action? How might we overcome some of these barriers?
- Suggest some ideas for outreach to people from your selected population. How/where could you find members of the population? What might be effective ways to get them involved?

(6 pages maximum)

Evaluation of Community Participation and Empowerment of Diverse Populations Paper:
1. Organization and clarity of writing, APA style 3 points
2. Effectiveness at including important descriptors of the population 4 points
3. Inclusion of relevant strengths and challenges 3 points
4. Demonstrated understanding of the intersection of the population characteristic (race, sexual orientation, class, ability/disability status, gender, etc.) you chose to examine. Make certain to include description on how the specific population you selected is unique. (i.e., What is unique about male, adolescent, African Americans? How do the selected characteristics you chose combine and interact in this population? Think about questions like what is different in terms of needs, interests, and opportunities for young, male African Americans VS. Adult African Americans.) Most of all we are looking for critical analysis of the unique interplay of the characteristics that you chose. 4 points
5. Descriptions of how this population has engaged in collective action 3 points
6. Effectiveness of suggestions for overcoming barriers and conducting outreach 3 points

(This assignment was adapted from “Community Participation with Older People,” Arizona State University, from the CSWE Gero Education Center)

Date Due: Week 6 (Feb 25 @ 11:59 PM) 20 points

B. SWOT Analysis
A SWOT Analysis is one that focuses on the Strengths, Weaknesses, Opportunities, and Threat that an organization experiences. This assignment requires you to do a SWOT analysis of your field placement agency. You should begin very early in the semester to talk to your field supervisor about this assignment in order to get permission to proceed. Also, you should discuss with your supervisor whether or not it would be appropriate to approach clients for responses to the SWOT analysis. In some settings this is no problem, in others it may not be allowed or feasible. You and your supervisor should decide.

Later in this syllabus is an outline for your S.W.O.T. analysis. Use this outline as the structure for this assignment. Simply put, you should interview workers, supervisors, clients, collaterals, and/or others you can think of that “know” your field placement agency. Summarize and record your findings for each component according to the outline. (**please note: Make sure you have separate sections to record interview results for each of the S.W.O. & T. areas. Then make sure you have separate sections for your recommendations in each S.W.O.T. area based off the interviews you conducted.***)

In some cases, students have access to many people to interview, in other cases, this is more difficult. For purposes of this assignment we are more interested in critical analysis of your field agency and your ability to communicate what you learned, and especially, your recommendations based off of the interviews. Students should go through each of the S.W.O.T. sections and ask for interviewee’s opinions on each section – they are Strengths, Weaknesses, Opportunities, and Threats. (**please note: look at the Tool for performing a SWOT analysis later in this syllabus***) This tool contains more specifics on the information and types of questions you will be asking.

After you perform the analysis you should discuss it with your supervisor and note her/his comments if permitted. Your supervisor could be a great resource in the completion of this assignment. See Appendix A for more information on this assignment.

If, for some reason, you are not permitted to do the SWOT in your agency, discuss this with your instructor as early as possible in the semester.

Check out SWOT info tab for more direction at Learn@UW
Evaluation of SWOT Analysis:

Following Instructions: 0-2 points
Grammar, Spelling, Clarity: 0-3 points
Thoroughness & Quality of Analysis/Recommendations for Each Factor (S, W, O, T) 0-3 points for each (12 total)

Make sure to include individual recommendations for each section of the SWOT analysis. These recommendations should be clearly identifiable as to what S.W.O. or T. factor they correspond with. Use separate sections for each. Please note the recommendations are collectively worth **12 points on this assignment or 3 points each**! We want to see critical analysis and understanding of the agency context as evidenced by thoughtful recommendations connected to what you have learned in interviews about your field placement agency.

Quality = Going beyond a description of the data; Recommendations relate directly to the specific factor; Depth of Consideration for each factor (ideas are well conceived and logical); Recommendations are feasible (possible)

**Due: Week 8 (March 25 @ 11:59 PM) 20 Points**

C. PhotoVoice Project
Photovoice is a method using photography to promote community development and social change. Exhibitors use photos to explain their point of view and/or shed light on social problems. The exhibits are meant to stimulate stakeholders and decision makers to take positive action.

This project can be done individually or in small groups of up to 4 students. We will dedicate class time to make these arrangements for purposes of completing this assignment. If a small group format is used, students will each need to complete a “Group/Self Scoring Sheet” (See Appendix B).

For your PhotoVoice project presentation you should clearly display:

Photos that portray a particular problem that you wish to address. The photos should speak for themselves. The viewer should quickly have a sense of the problem and the intended purpose of the PhotoVoice project.

While your photos should speak for themselves, you should also create a PowerPoint, which includes the following:

1. A clear statement about the goals of this exhibit. Remember this assignment is meant to be persuasive and for individuals or groups to take a side related to a current and local issue of their choosing (1-2 slides)
2. Incorporate at least 5 photos that you have taken that critically illustrate the issue that you or your group have selected. (Be sure to denote which photos you have taken.) Also use images you find on the internet. This could include pictures, news reports, videos, data, graphs, and other illustrations of your issue. BE CREATIVE, utilize editing, graphics, and other techniques to make this project “come alive”. (10 + slides)
3. A brief review of the highlights of the professional literature that informed your project.(2-3 slides)
4. What needs does the project express? What resources are there to address the problem/issue? How limited or sufficient are these resources locally? (1-4 slides)
5. Include a reference list that details the sources of literature, pictures (that you have not taken), and other materials that were used for this presentation. (1-2 slides)

This project can be done individually or in groups of 4 or less people. We will have time in class to sort this out and some time to work on this project and/or ask questions.

We will be presenting these projects in class and individuals and groups will be expected to answer questions related to their topic and presentation extemporaneously.

FOR ALL STUDENTS WHO HAVE DONE THIS PROJECT AS PART OF A GROUP… YOU MUST FILL OUT AND TURN IN THE ATTACHED “GROUP SELF SCORING SHEET” IN CLASS THE DAY OF PRESENTATIONS.

Group/Self Scoring Sheet (See Appendix B)

In most cases all group members will receive the same score for group assignments. However, that may not always be the case. After each group assignments, all students will complete this scoring sheet. If a student does not hand in the sheet, he/she will not receive a grade until it is handed in.

Evaluation of Photo Voice Project:

1) Following instructions, grammar, spelling, and overall organization of information and clarity of work completed. (5 points)
2) Overall effectiveness of in-class presentation and portrayal of information. (5 points)
3) Overall thoroughness of work, attention to detail, and demonstrated critical thought throughout the power point presentation. (5 points)
4) Use of pictures, media, and internet information presented in this project. We will pay particular attention to the pictures taken by individuals/groups and how you connect them to your identified goals of this photo voice project. How did they add to this project? (5 points)
5) How persuasive was this project as a whole? How did this presentation and power point effectively influence or make the audience think about the issue and goals you selected? (5 points)

DATE DUE: Week 13 (April 29 @ 11:59 PM) 25 points

D. Final Comprehensive Examination
The examination will consist mostly of short answer essay questions, but will also include some combination of multiple choice, matching, and true/false questions.

Study Guide will be provided for assistance in preparing for the exam.

Exam Date : May 6th. 25 points

E. Participation*
The class operates as an interactive seminar: you will learn about these skills by reading and writing about them, discussing them with the class, and engaging in in-class exercises. To excel, you must come to each class session prepared to contribute thoughtfully. Also, this course will frequently employ small group breakout discussions. The promise of this format is that enhances student participation by allowing students a smaller, more intimate space in which to comment on readings and delve into questions that some might otherwise be hesitant to bring up in front of the whole class during lecture. However, the success of this format depends greatly on your (students) genuine participation.

Class participation—an integral part of the grade—will be judged on quality, not just quantity. Verbal participation in large and small group discussions and evidence of completing the readings is very important.

* Students will Receive Maximum Points for Contributions that show:
  - an understanding of the reading material
  - building on and synthesizing what other people have said
  - clear expression of thought
  - sharing of information from a variety of sources
  - cooperation in creating a supportive, respectful environment

(Adapted from B.W. Hall in The Teaching Professor, 1995)

DUE DATE: Varied 5 points

F. Attendance
Students are expected to attend all classes. See Attendance Policy below.

DUE DATE: Varied 5 points

KEY: FOR ALL ASSIGNMENTS

- Be sure to integrate information from class readings and discussion.
- Spelling, grammar and proofreading will be considered in assigning a grade.
- Papers are due by 11:59 PM on the date indicated on the syllabus.
- All assignments must be written in APA style.
  Basic APA Style Video:
  See Learn@uw

VII. Course Policies

Support for Students Requiring ADA Accommodations
The instructor supports students’ needs to request academic accommodations due to disabilities. Inform the instructor during the first week of the semester of any special accommodations the student believes will be needed for meeting class expectations. A copy of the VISA from the McBurney Center must be given to the instructor within the first two weeks of the semester so that any needed accommodations can be made. Accommodations will not be made without a VISA.

Attendance Policy
The course is considered professional training for which the student has committed her/himself to attend. Students are expected to attend all days that the class meets. Students should create a “name tent” so the instructor can learn students’ names. A roster will be available for the student to sign. If a student is present for a class but does not sign the roster, it may be assumed that the student did not attend.
Excused absences are limited to documentable illness, personal or family emergency, or religious observation required during class hours. Internship related meetings are not excused. It is recognized that, rarely, a student may need to attend an internship related meeting, a court appearance, for example. In those cases the student should request that her/his supervisor email the instructor to verify this circumstance.

For any absence, students are required to:
- Notify the instructor before class (if at all possible). If this is not possible, students need to email the instructor ASAP to explain what happened.
- Review and read the readings and class power point for the session that was missed.
- Students must take initiative to ask any questions or points of clarification needed to understand class content for that day.
- FOR ANY EXCUSED ABSENCE AFTER THE FIRST, students must Write a 1-2 page (double spaced) critical thinking reaction to part or all of the readings assigned for that session.

Your instructor will confirm in writing whether any absence is excused or unexcused. Please contact them ASAP in the event that class will be missed, whatever the reason.

For any and all unexcused absences students are required to:
- Write a 1-2 page (double spaced) critical thinking reaction to part or all of the readings assigned for that session.
- If this reaction paper is not turned in before the last class of the semester, students will lose 4 percentage points off their overall final grade per reaction paper not turned in.

2 unexcused absences = Loss of 2 attendance points (2% of entire grade) for the semester
3 unexcused absences = Loss of 5 attendance points (5% of entire grade) for the semester
4 unexcused absences = Loss of 10 percentage points from your overall course grade, and requires an in-person meeting with the instructor to discuss continuing in this course. This includes taking all 5 attendance points, as well as, an additional 5 percentage points off your overall grade.

Be aware that excessive tardiness will also affect your final attendance grade.

Assignment Policy
- Late papers. Assignments that are turned in late without advance arrangement with the instructor will be docked 3% of their numeric points for each day past due.
- Incompletes. An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the quarter and has furnished evidence satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.
- Plagiarism. The School, University and I take plagiarism very seriously. Your written assignments should almost always be wholly in your own language. Whenever you use the words of another person verbatim or even paraphrase them, you must clearly give that person credit through proper APA citation format. This ethical rule applies equally to internet material. Students found to have plagiarized, intentionally or not, will be disciplined according to University procedures.

Standards of Conduct

-14-
Students are expected to adhere to the “Student Rights and Responsibilities” policies of the School of Social Work

Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW).

Also

The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in their own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Plagiarism and other forms of cheating will be disciplined according to University procedures.
Appendix A

TOOL: PERFORMING A SWOT ANALYSIS

Here are some general questions in each SWOT category to prompt analysis of your organization, community, or effort.

<table>
<thead>
<tr>
<th>Internal</th>
<th>Positives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Human resources</td>
<td>Strengths</td>
<td>Weaknesses</td>
</tr>
<tr>
<td>• Physical resources</td>
<td>What are your own advantages, in terms of people, physical resources, finances?</td>
<td>What could be improved in your organization in terms of staffing, physical resources, funding?</td>
</tr>
<tr>
<td>• Financial resources</td>
<td>What do you do well? What activities or processes have met with success?</td>
<td>What activities and processes lack effectiveness or are poorly done?</td>
</tr>
<tr>
<td>• Activities and processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Past experiences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Future trends - in your field or the culture</td>
<td>What possibilities exist to support or help your effort - in the environment, the people you serve, or the people who conduct your work?</td>
<td>What obstacles do you face that hinder the effort - in the environment, the people you serve, or the people who conduct your work?</td>
</tr>
<tr>
<td>• The economy</td>
<td>What local, national, or international trends draw interest to your program?</td>
<td>What local, national, or international trends favor interest in other or competing programs?</td>
</tr>
<tr>
<td>• Funding sources</td>
<td>Is a social change or demographic pattern favorable to your goal?</td>
<td>Is a social change or demographic pattern harmful to your goal?</td>
</tr>
<tr>
<td>(foundations, donors, legislatures)</td>
<td>Is a new funding source available?</td>
<td>Is the financial situation of a funder changing?</td>
</tr>
<tr>
<td>• Demographics</td>
<td>Have changes in policies made something easier?</td>
<td>Have changes in policies made something more difficult?</td>
</tr>
<tr>
<td>• The physical environment</td>
<td>Do changes in technology hold new promise?</td>
<td>Is changing technology threatening your effectiveness?</td>
</tr>
<tr>
<td>• Legislation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Local, national, or international events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis/Recommendations: Some Things to Consider From the Data You Receive

Strengths: How do you build on them? How can they offset weaknesses? How can they be used to take advantage of opportunities?

Weaknesses: How can they be “shorn up” (overcome)?

Opportunities: How can they offset Threats? How can they inform future goals?

Threats: How can you guard against them? Can they be reduced?
SW 442
Social Work with Communities and Organizations

SWOT Analysis

Student Name_________________________________________

Agency_________________________________________________

List Roles (not name) and number of people consulted

What are the **Strengths** of the agency/department/program?

What are **Weaknesses**?

What **Opportunities** exist for the agency/department/program to utilize/take advantage of?

What **Threats** exist for the agency/department/program?
Recommendations FOR EACH COMPONTENT:

A) STRENGTHS:

B) WEAKNESSES:

C) OPPORTUNITIES:

D) THREATS:

Field Supervisor’s comments:
Appendix B

GROUP/SELF SCORING SHEET

NAME: ____________________________

Please score yourself and each group member to indicate their level of participation in this group project.

Scoring Choices:
1. Was a full participant, did as much or more work than any group member.
2. Participated in most meetings, did less work than the others in the group
3. Did not actively participate with the group, did not do fair share at all.

Name         Score

Please describe the tasks/activities that you accomplished for this group project: e.g. contacted agencies, conducted literature search, etc.

Please provide comments regarding your contributions/participation in this group that you would like to share.

Please provide any comments about the contributions/participation of other groups members in this project that you would like to share.