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 and communities.

II. Course Overview
SW 442 augments student’s knowledge of applying social work practice skills to large-scale settings. The course is divided into three (3) main segments: Community Social Work, Organizational Social Work, and Social Policy Advocacy. Group skills and 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. We will begin each class with your questions and concerns.

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. | Group Project  
Class Participation |
### 2.1.2: Apply SW ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying standards of the NASW.
- Apply strategies of ethical reasoning to arrive at principled decisions.

| Group Project | Group Project | Group Project |

### 2.1.3: Apply critical thinking to inform and communicate professional judgments

- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment, prevention, intervention and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

| Group Project, SWOT Analysis | Group Project, SWOT Analysis | Group Project, SWOT Analysis |

### 2.1.4: Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- View selves as learners and engage those with whom they work as informants.

| Group Project, Community Participation Paper | Community Participation Paper | Community Participation Paper |

### 2.1.5: Advance human rights and social and economic justice

- Understand the mechanisms of oppression and discrimination.
- Advocate for human rights and social and economic justice.
- Engage in practices that advance social and economic justice.

| Community Participation Paper | Group Project | Group Project |

### 2.1.6: Engage in research-informed practice and practice-informed research

- Use research evidence to inform practice.

| Group Project, Community Participation Paper |

### 2.1.9: Respond to contexts that shape practice

- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

| Group Project |

### 2.1.10a: Engage with individuals, families, groups, organizations and communities

- Develop a mutually agreed-on focus of work and desired outcomes.

| Group Project |

### 2.1.10b: Assess individuals, families, groups, organizations and communities

- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies.

| Group Project | Group Project |

### 2.1.10.c: Intervene with individuals, families, groups, organizations and communities

- Initiate actions to achieve organizational goals.

| Group Project, SWOT Analysis |

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### IV. Course Content
<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Sept 8</td>
<td>Introductions; Generalist Practice and Macropractice</td>
<td></td>
</tr>
<tr>
<td>2: Sept 15</td>
<td>Generalist Practice / Looking at Social Problems</td>
<td></td>
</tr>
<tr>
<td>3: Sept 22</td>
<td><em>Flipped Class</em> Power &amp; Empowerment</td>
<td></td>
</tr>
<tr>
<td>4: Sept 29</td>
<td>Social Work With Communities</td>
<td></td>
</tr>
<tr>
<td>5: Oct 6</td>
<td>How Do Communities Change</td>
<td></td>
</tr>
<tr>
<td>6: Oct 13</td>
<td><em>Flipped Class</em> Community Assessment</td>
<td></td>
</tr>
<tr>
<td>7: Oct 20</td>
<td><em>Flipped Class</em> Techniques for Community Practice</td>
<td></td>
</tr>
<tr>
<td>8: Oct 27</td>
<td>Social Work With Organizations</td>
<td><strong>Community Participation Paper Due Oct. 27 by 11:59 pm</strong></td>
</tr>
<tr>
<td>9: Nov 3</td>
<td>Organizational Change</td>
<td></td>
</tr>
<tr>
<td>10: Nov 10</td>
<td>Social Work Supervision</td>
<td></td>
</tr>
<tr>
<td>11: Nov 17</td>
<td>Groups work on projects</td>
<td></td>
</tr>
<tr>
<td>12: Nov 24</td>
<td>Thanksgiving Break: No Class today</td>
<td><strong>SWOT Analysis Due Nov 23 by 11:59 pm</strong></td>
</tr>
<tr>
<td>13: Dec 1</td>
<td><em>Flipped Class</em> Policy Advocacy</td>
<td></td>
</tr>
<tr>
<td>14: Dec 8</td>
<td>PhotoVoice Project Exhibition</td>
<td></td>
</tr>
<tr>
<td>15: Dec 15</td>
<td>Exam: Communities and Organizations/ Wrap-Up/ Course Evaluations</td>
<td><strong>PhotoVoice PowerPoint Due Dec. 15 by 11:59 pm</strong></td>
</tr>
</tbody>
</table>
**COURSE OUTLINE**

### Week 1: Sept 8
**Overview of Course and Objectives**

**Proposed aims**
- introductions and overview of course
- generalist practice and macro practice

### Week 2: Sept 15
**Generalist Practice/The Construction of Social Problems**

**Proposed Aims**
- discuss the contexts of social problems
- discover the multiple “framings” of social problems and their effects

**Readings:**

### Week 3: Sept 22
**Power and Empowerment**

**Flipped Class:**
- The Empowerment Approach

**Readings**
- Homan: Ch. 7 Power
- Lee: 1 & 2 The Empowerment Approach
- Freeman: “A New Era of Consciousness Raising”
- Directions for Consciousness Raising

### Week 4: Sept 29
**Social Work with Communities**

**Proposed aims**
- What is social work with communities?
- What is a community?
- Task Groups discussion

**Readings:**
- Harcastle Ch. 1

**Community Toolbox:**

### Week 5: October 6
**Community Change**

**Proposed aims**
- How do communities change?
- Community planned change process
- Film Festival

Readings
Community Toolbox:

Nehemiah Project: “Listen to the Story”

Watch
Video
“Community Organizing 101”
https://www.youtube.com/watch?v=b-VygkZIDFE

Recommended:
Community Toolbox:

Week 6: October 13

Flipped Class
Needs and Resource Assessment

Readings

Community Assessment Instructions (on Learn@UW)

Memo Assignment Due

Week 7: October 20

Flipped Class
Techniques for Community Social Work

Reading
“Essential Techniques for Community Practice”
Techniques for Consensus

Watch
“Nominal Group Technique”
**“Force Field Analysis”**

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### Week 8: October 27: Social Work with Organizations

**Proposed aims:**
- Types of organizations
- Organizational Theories

**Readings**
Netting, McMurty: Chs. 1&2

**Community Participation Paper Due Oct. 27 by 11:59 PM**

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### Week 9: November 3: Organizational Change

**Proposed aims**
- Organizational Planned change process

**Readings**

Gibleman Ch. 12


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### Week 10: November 10: Social Work Supervision

**Proposed aims**
- Supervision in Social Work
- Social work administration

**Readings**
Community Toolbox:


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### Week 11: November 17:

**Groups meet to further projects**

---

### Week 12: November 24:

**NO CLASS THANKSGIVING BREAK**
REMEMBER: SWOT Analysis Due NOV. 23 11:59 PM !!!!!

Week 13: Dec. 1: Policy Advocacy
Flipped Class

Readings
PowerPoint
Information for Brief and Testimony
Policy Brief Examples
Testimony Examples

Watch
Testimony Video

Week 14: December 8
PhotoVoice Exhibition

Week 15: December 15:
  • Exam
  • Wrap Up
  • Course Evaluations

PhotoVoice PowerPoints Due Dec. 15th by 11:59 PM

V. Course Texts and Reading Materials
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:

<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, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

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. Exam</td>
<td>25</td>
</tr>
<tr>
<td>C. SWOT Analysis</td>
<td>20</td>
</tr>
<tr>
<td>D. PhotoVoice Project</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 gender, age, and in some cases, race. (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 often share. You might also want to consider any policy or institutional issues affecting members of your selected population.
• In what ways do 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?

(5 pages maximum)

Criteria for Evaluation:
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, etc.) you chose to examine 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 8 20 points

B. SWOT Analysis
A SWOT Analysis is one that focuses on the Strengths, Weaknesses, Opportunities, and Threat
that and 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 thoroughly discuss with your supervisor regarding approach clients for responses to the SWOT. In some settings this is no problem, in others it may not be best. You and your supervisor should decide.

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 page 15 of this syllabus for more directions.

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

Check out SWOT info tab for more direction at Learn@UW
Due: Week 12

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.

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 exhibit should speak for itself, you should also create a PowerPoint, which includes the following:

1. A clear problem statement and the goals of the exhibit (1 slide)
2. A brief review the professional literature that informed your project.(2-3 slides)
3. What needs does the exhibit express? What resources are there to address the problem/issue? (1-4 slides)
4. How does your exhibit reflect the viewpoint of those experiencing the problem? Who are other stakeholders (1-2 slides)
5. Discuss ethical considerations that are relevant to this endeavor. (1-2 slides)
6. How would you evaluate the success of your project? What are the responses of viewers? (1-2 slides)
7. Reference list
Group/Self Scoring Sheet (page 19 of this syllabus)

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.

Students cannot change groups or do an individual project. Since social work is a profession that deals with conflicts of many kinds, students are expected to resolve conflicts if they arise in the process of completing assignments. If after attempts have failed to resolve a conflict will the instructor consider intervening.

DATE DUE: Week 14 25 points

D. Examination
The examination will consist of 50 multiple choice, matching, and true/false questions. Each is worth .5 points. Students can take the exam individually or in groups up to four persons. A study guide will be supplied for the exam.

Exam Date: December 15th. 25 points

E. 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

GRADING CRITERIA

ALL assignments (oral and written) are graded according to the following criteria.
Please review this section before writing and submitting each paper.

1. COMPLETENESS AND THOROUGHNESS:
How fully has the issue been addressed? Has the student sufficiently researched the issue using library resources, interviews, and other means in order to gain differing perspectives and full knowledge of the issue? Does the paper leave the reader with the impression that major questions have been considered or are important issues not addressed? Has the paper been carefully proofread?

2. ORGANIZATION AND CLARITY:
Is the paper well written and organized in a logical manner? Are there appropriate transitions between paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality for a graduate student? Have subtitles been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issue as well as someone knowledgeable about the particular issue?

3. REFERENCING:
Are there a sufficient number of references? Has the theoretical and empirical literature on the subject been incorporated into the paper? Are the references well integrated in the text of the paper? Has referencing been done appropriately and according to the style of the American Psychological Association.

4. ORIGINALITY AND CREATIVITY:
Has the student used his or her analytical skills in a way that suggests more than a restatement of what others have said about the issue? Has the student compared, contrasted, and integrated the different viewpoints and material on the subject in a way that shows that she or he has a thorough understanding of the issue? Has the student suggested points that have not been addressed by others?
CLASS POLICIES

AMERICANS WITH DISABILITIES ACT STATEMENT
If any member of the class feels that she or he has a disability, please advise the instructor of such
disability and desired accommodations by the end of the first week of class or as soon as you
have written documentation.

INCOMPLETE POLICY
A grade of Incomplete or “I” will not be given unless the student contacts the instructor and
makes arrangements for making up the required work. Only emergency situations that prohibit a
student from completing the course warrant a grade of “I”.

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.

Unexcused absences:
An unexcused absence is one for which the student did not discuss an absence with the instructor.
One unexcused absence will reduce a student’s grade by one grade level. For example, if the
student’s final grade is AB, one unexcused absence will lower the student’s grade to B. Two
unexcused absences may result in an F grade.

For any absence, a student is required to write a two to three page reflection of the readings for
the day missed.

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

Consider school as preparation for future employment. Failure to contact your employer to inform
him or her that you will not be at work that day or that you will be late could cause you to lose
your job. Please show the instructor the same courtesy that you would an employer.

ASSIGNMENTS POLICY
Promptness in completing assigned tasks and readings is a requirement for this course. NO late
assignments without prior approval will be accepted without significant penalty. Prior
approval will not be given without substantial reason for the student’s need to turn the
assignment in late. If circumstances beyond your control exist, the instructor may request
documentation to accept late work (e.g., doctor’s excuse, etc.). When such circumstances occur,
appropriate arrangements must be made in advance unless there are dire circumstances
that prevent this from happening. If an assignment must be turned in late and sufficient
reasoning is not given ahead of time, the grade for the assignment will drop one grade level for
each day it is not submitted. This exception will only be made for one assignment and future
late assignments will not be accepted.

STANDARDS OF CONDUCT

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 the student’s 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.
**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><strong>Strengths</strong></td>
<td>What are your own advantages, in terms of people, physical resources, finances? What do you do well? What activities or processes have met with success?</td>
</tr>
<tr>
<td>Physical resources</td>
<td></td>
<td>What could be improved in your organization in terms of staffing, physical resources, funding? What activities and processes lack effectiveness or are poorly done?</td>
</tr>
<tr>
<td>Financial resources</td>
<td></td>
<td></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></td>
<td>What local, national, or international trends draw interest to your program?</td>
</tr>
<tr>
<td>Funding sources (foundations, donors, legislatures)</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>Demographics</td>
<td></td>
<td>Is a new funding source available?</td>
</tr>
<tr>
<td>The physical environment</td>
<td></td>
<td>Have changes in policies made something easier?</td>
</tr>
<tr>
<td>Legislation</td>
<td></td>
<td>Do changes in technology hold new promise?</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?

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

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)
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:

Field Supervisor’s comments:
GROUP/SELF SCORING SHEET

NAME:

Please score yourself and each group member as to their participation level in your group project. Make any additional comments you wish on the bottom of the page.

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
</table>

I would like to add to my comments about my participation or another group member's participation in this group.

The following were my tasks/activities with the group: e.g. contacted agencies, conducted literature search, etc.
Please evaluate the PhotoVoice presentation on the following dimensions:

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Very good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The questions or issues</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>guiding the PhotoVoice exhibit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The presenters' preparation.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>3. The presenters' creativity</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>in putting together an</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interesting PhotoVoice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>exhibit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The presenters' ability to</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
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1. What one thing did you most like about this group's PhotoVoice exhibit?

2. What one thing you would change?

_________________________________________________

Students Only:

Recommend points: (25 possible points)