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.

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.

Competencies & 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 |
<p>| 2.1.2: Apply SW ethical | *Recognize and manage personal values in a way | Group Project |</p>
<table>
<thead>
<tr>
<th>Principles to Guide Professional Practice</th>
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<tbody>
<tr>
<td>* Make ethical decisions by applying standards of the NASW.</td>
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<tr>
<td>* Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<th>2.1.3: Apply Critical Thinking to Inform and Communicate Professional Judgments</th>
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<tbody>
<tr>
<td>* Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</td>
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<tr>
<td>* Analyze models of assessment, prevention, intervention and evaluation.</td>
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<tr>
<td>* Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
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<tr>
<th>2.1.4: Engage Diversity and Difference in Practice</th>
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<tbody>
<tr>
<td>* Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>* View selves as learners and engage those with whom they work as informants.</td>
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<tr>
<th>2.1.5: Advance Human Rights and Social and Economic Justice</th>
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<tbody>
<tr>
<td>* Understand the mechanisms of oppression and discrimination.</td>
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<tr>
<td>* Advocate for human rights and social and economic justice.</td>
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<tr>
<td>* Engage in practices that advance social and economic justice.</td>
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<tr>
<th>2.1.6: Engage in Research-Informed Practice and Practice-Informed Research</th>
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<tbody>
<tr>
<td>* Use research evidence to inform practice.</td>
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<tr>
<th>2.1.9: Respond to Contexts that Shape Practice</th>
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<tbody>
<tr>
<td>* Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<thead>
<tr>
<th>2.1.10a: Engage with Individuals, Families, Groups, Organizations and Communities</th>
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<tbody>
<tr>
<td>* Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<thead>
<tr>
<th>2.1.10b: Assess Individuals, Families, Groups, Organizations and Communities</th>
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<tbody>
<tr>
<td>* Develop mutually agreed-on intervention goals and objectives.</td>
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<tr>
<td>* Select appropriate intervention strategies.</td>
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<tr>
<th>2.1.10c: Intervene with Individuals, Families, Groups, Organizations and Communities</th>
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<tbody>
<tr>
<td>* Initiate actions to achieve organizational goals.</td>
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# Course Schedule Summary

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Work Due</th>
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</thead>
<tbody>
<tr>
<td>1: Jan. 19</td>
<td>Introductions; Generalist Practice and Macropractice</td>
<td></td>
</tr>
<tr>
<td>2: Jan. 26</td>
<td>Social construction of social problems</td>
<td></td>
</tr>
<tr>
<td>3: Feb. 2</td>
<td>Social Work with Communities</td>
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</tr>
<tr>
<td>4: Feb. 9</td>
<td>Social work practice with communities How Do Communities Change?</td>
<td></td>
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<tr>
<td>5: Feb. 16</td>
<td>Flipped Class Needs and Resource Assessment</td>
<td>Social problem construction analysis memo</td>
</tr>
<tr>
<td>6: Feb. 23</td>
<td>Flipped Class Techniques for Consensus</td>
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<tr>
<td>7: Mar. 1</td>
<td>Social work practice at the organizational level</td>
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<tr>
<td>8: Mar. 8</td>
<td>Organizational Change</td>
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<tr>
<td>9: Mar. 15</td>
<td>Social Work Administration</td>
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<tr>
<td>10: Mar 22</td>
<td>Spring Break</td>
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<tr>
<td>11: Mar 29</td>
<td>No Formal Class Groups work to further projects</td>
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<tr>
<td>12: Apr. 5</td>
<td>Flipped Class Policy Advocacy</td>
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<tr>
<td>13: Apr. 12</td>
<td>Exam: Communities and Organizations/ Groups work on projects</td>
<td></td>
</tr>
<tr>
<td>14: Apr. 19</td>
<td>Global Social Work</td>
<td>Controversial issues brief</td>
</tr>
<tr>
<td>15: April 26</td>
<td>PhotoVoice Project Exhibition</td>
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</tr>
<tr>
<td>16: May 3</td>
<td>Wrap-Up Course Evaluations</td>
<td>PhotoVoice PowerPoint Due</td>
</tr>
<tr>
<td>At Any Point in the Semester</td>
<td></td>
<td>Community Participation and Empowerment of Diverse Populations Paper Due</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Evaluation Factors</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A. Social Problem Memo/</td>
<td>20</td>
</tr>
<tr>
<td>Controversial Issues Brief (Choose 1)</td>
<td></td>
</tr>
<tr>
<td>B. Exam</td>
<td>25</td>
</tr>
<tr>
<td>C. Community Participation Paper</td>
<td>15</td>
</tr>
<tr>
<td>D. PhotoVoice Project</td>
<td>30</td>
</tr>
<tr>
<td>E. Participation</td>
<td>5</td>
</tr>
<tr>
<td>F. Attendance</td>
<td>5</td>
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**Maximum Points Possible**

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<td><strong>100</strong></td>
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**Grading System**

- **A** 94-100: Outstanding; surpasses expectations in all areas
- **AB** 88-93: Surpasses expectations in many areas
- **B** 82-87: Meets expectations in all areas
- **BC** 76-81: Meets expectations in some areas; below in others
- **C** 70-75: Below expectations in most areas, not acceptable graduate work
- **D** 64-69: Below expectations in all areas
- **F** <64: Fails to meet minimal expectations in all areas, not acceptable work

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**COURSE OUTLINE**

**Week 1: January 19  Overview of Course and Objectives**

*Proposed aims*

- introductions and overview of course
- generalist practice and macro practice

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**Week 2: January 26  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: February 2: Social Work with Communities/Power and Empowerment

Proposed aims
- What is social work with communities?
- What is a community?
- Power and Empowerment

Readings
Homan Ch. 7 Power

Community Toolbox:

Week 4 February 9: Community Change

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

Readings
Nehemiah Project: “Listen to the Story”

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

Recommended:
Community Toolbox:
Week 5  February 16

Flipped Class
Needs and Resource Assessment

Readings

Community Assessment Instructions (on Learn@UW)


Memo Assignment Due

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Week 6  February 23

Flipped Class
Techniques for Community Social Work

Reading
“Essential Techniques for Community Practice”
Techniques for Consensus

Watch
“Nominal Group Technique”
“Force Field Analysis”

---

Week 7: March 1: Social Work with Organizations

Proposed aims:
- Types of organizations
- Organizational Theories

Readings

Chs 1&2

Netting, Mcmurty: Ch
Week 8: March 8: Organizational Change

Proposed aims
- Organizational Planned change process

Readings

Gibleman Ch 12

Week 8: March 15 Social Work Administration

Proposed aims
- Supervision in Social Work
- Social work administration

Readings
Community Toolbox:
http://ctb.ku.edu/en/table-of-contents/leadership/effective-manager

http://ctb.ku.edu/en/table-of-contents/leadership/effective-manager/staff-supervision/main

Week 9: March 22:
Spring Break

Week 10: March 29:

No Formal Class: Groups meet to further projects

Week 11: April 9: Policy Advocacy

Flipped Class

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

Watch
Testimony Video
Week 12: April 12: Exam: Community, Organizations, Policy Advocacy

The exam will be 50 questions, multiple-choice. It should take an hour to complete. See Study Guide at Learn@uw

The remaining time will be used to work on PhotoVoice projects.

Week 13: April 19: Global Social Work

Proposed aims
- discuss the challenge of macropractice in a global context
- outline other challenges and opportunities for macropractice

Readings

Chapters 1&5

Controversial Issues Brief Due

Week 14: April 26

PhotoVoice Exhibition

Week 15: May 3: Wrap Up

Course Evaluations

PhotoVoice PowerPoints Due

ASSIGNMENTS

STUDENT SHOULD CHOOSE TO COMPLETE THE MEMO ASSIGNMENT OR THE CONTROVERSIAL ISSUES BRIEF

A. Social problem construction analysis (I am grateful to Dr. Anna Haley Lock for this assignment).

(max 3 PP. MEMO FORMAT)

Any graphics or reference page you include does not count in the page limit.

PLEASE DO NOT START WRITING YOUR MEMO WITHOUT CONSULTING “GENERAL GUIDELINES FOR WRITING MEMO ASSIGNMENTS” (p 15 of this syllabus).
**Purpose:**
To provide the opportunity for you to review and apply the social construction of social problems perspective to a macro social welfare practice context.

According to scholars such as Blumer, Stone & Hardcastle (Week 3), some phenomena or conditions achieve status as societal problems through collective processes of social construction, while others never do. An issue may have been considered a normal state in a bygone era, only to be framed as a crisis of epic proportions decades later; the reverse can also occur. And similar issues may be treated in very different ways depending on who presses for their consideration (who “makes a claim”), and with what particular framing, and the social, economic and political circumstances under which this all occurs.

**Tasks:**
You will be offering an issue analysis to an organizational administrator or policy maker (you choose) who going to advocate for a new program to address some social welfare condition. This person is vaguely aware that there exist multiple, competing definitions of the problem, but s/he is unclear about what these are, why different interest groups have embraced these different definitions, and what all of this means for how the new program should be developed, pitched, and the reception it is likely to get. She needs your help with some formative planning steps.

1. To get started, decide who your reader is (who you're working for).  

2. Then select the issue (some condition) that you've seen in the media, witnessed first hand or been involved with, that has achieved “social problem” status.  **4 points**

3. Identify multiple (2 or 3) problem framings that have been advanced, and by whom (what individuals or groups).  **5 points**

4. Assess why you think these particular framings were chosen (what the framers’ strategic – or other – goals were or are).  **4 points**

5. Finally – and in the bulk of your memo: based on what you know from course readings about the chances for collective acceptance of problem definitions, **assess each framing's prospect for securing broad social approval. 2 points**

6. Use proper writing and grammar; APA citations and reference page; following directions **5 points**

   **NOTE:** You are not expected to recommend a specific framing here – but rather advise your reader about the response s/he can expect from constituents (e.g., “general citizens,” specific communities, funders, clients, other professionals as appropriate) by embracing each of these framings.

**DUE DATE:**  **Week 5 20 points**
B. Controversial Issues in Communities and Organizations Brief

Identify and select one macropractice issue of interest to you. Read and critically evaluate literature in the selected area. In a 3-4 page single-spaced paper clearly state the issue that you select, then succinctly relate the pros and cons of the issues drawing on the professional literature, required readings and class discussion, last, describe your opinion (i.e., which position do you support and why). The important aspect is to be brief in presenting your arguments for both sides. Decision makers (such as legislators) often only want to take a few minutes to read arguments for and against an issue. If the information is too long or complicated, it may not get read.

Every effort should be made to remain objective and include arguments on all sides of the issue. Every argument is to be supported by data (the professional literature, statistics, etc.) and logic. You are to use at least six sources, these should be a mixture of sources. The brief should include professional literature (i.e., professional texts, refereed professional journals) as well as professional or governmental websites. Remember that opposing views must be presented and also supported by the literature. On the basis of the pro’s and con’s of the debated topic, summarize your final conclusions in a logical manner.

To summarize, the Controversial Issues paper must include:

1) overview of the issue 4 points
2) objective pros and cons of the issue language should be neutral 5 points
3) entries must be brief. For each entry for a pro, a corresponding con must address the same issue 3 points
4) discussion of your position 4 points
5) Use proper writing and grammar; APA citations and reference page; following directions 4 points

See page 17 of the syllabus for an example of formatting the brief.

DUE DATE: Week 13 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.

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

DATE DUE:  Week 15  

30 points

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.

D. 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 (Latino/a, American Indian, African American, Asian American, LGBT, low-income, living with a disability, etc.) 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, middle-aged white women). 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 members of your selected population have power to create change? Can you find any examples of how they have been involved in bringing about change?
• 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 3 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 3 points
5. 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: Can be handed in any time during the semester. 15 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 at the beginning of class.
- 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.

Excused absences are limited to documentable illness, personal or family emergency, or religious observation required during class hours. Professional or personal opportunities, including 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:
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 will be accepted. In dire circumstances, 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.

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).
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.

GENERAL GUIDELINES FOR WRITING MEMO ASSIGNMENTS

Your written assignments for this class will be completed in memo format in order to fulfill two pedagogical goals: first, that you’re able to show mastery of the course material, and second, to make your writing here professionally relevant, given that the bulk of your post-MSW writing will assume a succinct, memo-type style. For organization, this means:

1) Start your memos with the typical memo header:

MEMORANDUM

To: [person of your choice – do not address to the instructor]

From: you [organizational consultant, agency member, intern – as appropriate]

Date: Month day, year

Re: succinct focus of your memo

2) DON’T address your memos to the instructor – but to the agency head or some other individual or party appropriate for the memo content (you get to choose!).

3) Organize the memo into single-spaced, text paragraphs (no bullet points), with double spaces between paragraphs.

4) Use 1-inch margins, 12-point font.

5) Follow the “baker’s keyhole” approach to essay writing:
   a. Begin with a brief introductory paragraph that tells the reader what the memo is about: reporting findings, recommending change, and so forth.
   b. End with a brief concluding paragraph that reviews for the reader what you covered in the memo: your findings, your recommendations, and so forth.
   c. Develop body paragraphs that advance the purpose of the memo and provide topic sentences stating what the paragraph is about, as well
as **transitional sentences** to facilitate flow from one paragraph to another.

6) Use **headings** of your choosing (distinguish these by **bolding** or **underlining** them) to organize your memo into discreet sections.

7) Use a **tone** that reflects appreciation of your reader: avoid the use of academic jargon or other “lingo” that your audience won’t easily follow.

8) Use **language** that is clear and succinct. Further, **check** your language to make sure it is **formal** rather than casual (e.g., use “do not” rather than “don’t”; avoid colloquialisms like, “the thing of it is, ...”) and is **grammatically correct** (e.g., avoid run-on sentences, fragments, spelling problems, and the like).

9) **Support** your assertions: provide factual information (with citations as needed) on which you base your observations, interpretation and any recommendations. Address any limitations or costs reflected in your analyses. And **avoid engaging in “moral suasion”-based analysis** – signaled by language like “should / must / because it’s the right thing to do/ the benefits outweigh the costs” [unless, in the case of this last remark, you’ve literally conducted a formal costs-benefits analysis].
Gay Marriage
[Example of Controversial Issues in Communities and Organizations Brief]

Background
The issue of gay marriage has come to the forefront in the last several years. Gay rights advocates are lobbying and advocating for the right of same sex couples to marry, and two states, Massachusetts and Connecticut allow gay marriage. Vermont allows “civil unions” which provide all of the benefits of marriage, but are not legally termed “marriage.” Many states have passed constitutional amendments to exclude same sex marriages, stating that marriage is between one man and one woman.

Same-sex marriage is a macro-practice issue because it affects the lives of gay and lesbian couples who wish to have the same benefits as heterosexual couples. Should social workers feel compelled to lobby for same-sex marriage?

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<th>Con</th>
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<tbody>
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<td>1. Gay and lesbian persons are listed as a population at risk in the NASW code of ethics (NASW, 1996). This means that they can be the target of discrimination. Social workers should actively lobby state governments and use the court systems to push for legislation for legalized same-sex marriage.</td>
<td>1. Each state has the right to make its own laws. Voters should be the deciders in enacting laws in their own states. Social workers hold to an ethic of self-Determination (NASW, 1996), and this includes the constituencies of each state. Recently California voters overturned legalized gay marriage in their state.</td>
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<td>2. Social work ethics compel social workers to work for the inclusion of minority persons. Gay and lesbian persons are a stigmatized minority. Research in this area suggests that homosexuality is likely biologically based (Rahman, Collins, &amp; Morrison, 2008). Because of this biological difference, gay and lesbian persons are discriminated against by the majority of the population.</td>
<td>2. Nearly all religious beliefs are contrary to homosexuality. To permit legalized marriage would go against the religious beliefs of the majority of citizens in the United States. Social workers are also bound to acknowledge and affirm the cultural/religious beliefs of clients (NASW, 1993).</td>
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<td>3. Etc.</td>
<td>3. Etc.</td>
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Conclusion
From the above arguments I conclude…. because… To support my conclusion I will present the following rationales [Conclusion should be concise but thorough and convincing.]

References
NASW.


Further instructions:
Entries must be brief. For each entry for a pro, a corresponding con must address the same issue.
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.

Name                      Score

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.
Group #__________________________

Please evaluate the PhotoVoice presentation on the following dimensions:

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<th>Outstanding</th>
<th>Very good</th>
<th>Good</th>
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<td>1. The questions or issues</td>
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<td>2. The presenters' preparation.</td>
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<td>3. The presenters' creativity</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: (30 possible points)