School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

SW 442: Generalist Practice with Communities and Organizations, Section 003
Fall 2018

Instructor:	Pajarita Charles, Ph.D., MSW, MPA, Assistant Professor	**Class Time:**	Thursday, 10am - 12pm
Office Hours:	Thursdays, 12:30pm-2:30pm and by appointment	**Class Location:**	UW-Madison School of Social Work, Room 114
Phone:	608-263-3834	**Credits:**	2
E-mail:	paja.charles@wisc.edu	**Instructional Mode:**	Face-to-Face
Office:	306 School of Social Work	**Canvas Course URL:**	https://canvas.wisc.edu/courses/119513

I. COURSE DESCRIPTION

Generalist Practice with Communities and Organizations exposes students to the theory and practice of planned change in communities and organizations and helps them incorporate a generalist model into practice at these levels of intervention.

Attributes and Designations: For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.
Course Requisites: Senior standing and declared in Bachelor of Social Work program or declared in Master of Social Work program.
How Credit Hour is Met: This class meets for two 60-minute class periods each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 4 hours out of the classroom per week. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW

This required course is part of the Social Work Practice Methods sequence in the Generalist Practice curriculum. This foundation year MSW course introduces students to entry-level macro social work practice. Students develop foundational skills in engagement, assessment, intervention, and evaluation with programs, organizations, and communities necessary for generalist practice. These arenas are viewed as both tools and targets for change efforts. The knowledge, values and skills taught in the class are informed by principles of economic and social justice and a commitment to diversity, inclusion, and cultural humility. It 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 identify, analyze and consider community and organizational issues that surround them. Diverse opportunities to consider, discuss, and analyze real-time local, state, and federal issues within the framework of generalist macro-practice are offered throughout this course. Classes are organized around brief lectures, in-class group activities, and classroom discussion. Students are required to come to class on time and to be prepared for active discussion.

III. LEARNING OUTCOMES: COMPETENCY DESCRIPTIONS AND DIMENSIONS

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

Week/ Date	Topics	Class Preparation	Assignment Due
1 **9/6/18**	**Introduction to Course** - Review course objectives and assignments; discuss classroom expectations; learn about students' interests and expectations for the course - Diversity and inclusiveness in the classroom space - The link between micro and macro social work practice - How to find a community meeting? In-class Handouts: - Syllabus In-Class Activity: - Who is It?	- Please read the syllabus in full (available on Canvas) - Bailey, D., & Emmerson, M. (2016). *The horse and the herd: Steadying the shift between micro and macro-direct social work practice.* NASW_PA Newsletter. Available at: http://www.acosa.org/joomla/pdf/Newsletter-Summer-2016-Herd-Article.pdf	
2 **9/13/18**	**Generalist Practice with Communities and Organizations** - Orientation to major focus areas of the course: organizations and communities - Learn about the generalist approach to social work practice: engage, assess, intervene, and evaluate - Review history and examples of macro practice in action - Discuss ethical considerations for macro social work with communities and organizations - Discuss engaging human diversity and the influence of difference in practice In-Class Activity: - Target System Group Activity (addressing issues at different levels of practice)	- Kirst-Ashman, K. K., & Hull, G. H. (2018). *Generalist Practice with Organizations and Communities,* Ch. 1: Introduction to generalist practice with organizations and communities (pp. 1-42) - Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice* **(6th Ed.),** Ch. 1: An introduction to macro practice in social work (pp. 1-28). - McBeath, B. (2016). Re-envisioning macro social work practice. *Families in Society: The Journal of Contemporary Social Services,* 97(1), 5-14.	

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Week/ Date	Topics	Class Preparation	Assignment Due
3 **9/20/18**	**An Introduction to Community and Organizational Assessment** • Learn assessment strategies related to understanding community and organizational needs and resources • Acquire skills pertinent to searching relevant literature and the professional knowledge base • Explore the asset-mapping approach In-class Activity: • Video: News clip about homeless count in Phoenix, AZ https://www.youtube.com/watch?v=zfLt4P8NQWo&feature=youtu.be • Audio Clip: NPR All Things Considered--It's an Inexact Science https://www.npr.org/templates/story/story.php?storyId=7371753	• Netting, F.E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice* **(6th Ed.),** Ch. 4: Assessing community and organizational problems (pp. 87-115). • Howard, E. (2012). *Unlocking your community's hidden strengths: A guidebook to community asset-mapping*. Southern Poverty Law Center. Available at: https://www.splcenter.org/20121127/unlocking-your-community's-hidden-strengths-guidebook-community-asset-mapping • U.S. Department of Housing and Urban Development (2012). *Evidence matters: Using data to understand and end homelessness*. Available at: https://www.huduser.gov/portal/periodicals/em/summer12/highlight2.html	
4 **9/27/18**	**Understanding and Assessing Communities** • Understand variation in definitions of community and consider diversity and history of population characteristics • Discuss approaches to community engagement and change • Learn about strategies to describe community characteristics In-class Activities: • Identity and Inclusion Exercise: Considerations for working with diverse groups in the community who share intersecting identities or characteristics	• Community Tool Box. (2013). Ch. 3, Section 2: *Understanding and describing the community*. Available at: http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main • Netting, F.E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice* **(6th Ed.),** Ch. 6: Assessing communities (pp. 153-187).	**Community Mtg. & Issue Assessment Due Sunday 9/30/18**
5 **10/4/18**	**Taking Action in Communities** • Understand intentional strategies for community-level change efforts • Learn about community development and collective action approaches • Discuss capacity building • Understand the role of working groups in collective impact processes In-class Activities: • Video: Sustainable Community Development: From what's wrong to	• Community Tool Box. (2013). Ch. 18, Section 2: *Participatory Approaches to Planning Community Interventions*. Available at: https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main • Chiarenza, C. (2014, March). Embracing a collective action approach to community development. *Community Investments, 26*(1), 2-4. Available at:	

Week/ Date	Topics	Class Preparation	Assignment Due
	what's strong | Cormac Russell | TEDxExeter https://www.youtube.com/watch?v=a5xR4QB1ADw • Case Examples: Understanding the collective impact model in action	http://www.frbsf.org/community-development/files/ci_vol26no1-Embracing-a-Collective-Action-Approach.pdf • Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review.* Winter, 2011. Available at: https://ssir.org/articles/entry/collective_impact#bio-footer • Gold, A. (2014, March). How do you build the "right" cross-sector partnership to implement collective impact approaches? *Community Investments, 26*(1), 5-10. Available at: http://www.frbsf.org/community-development/files/ci_vol26no1-How-Do-You-Build-the-Right.pdf	
6 10/11/18	**Community Organizing** • Learn definitions of community organizing and the link to social change • Asset Based Community Development • Getting practical: Learn how to incorporate community organizing into your professional repertoire: tools, meetings, stories, & more **Group Facilitation and Participation** • Conducting effective meetings • Developing facilitation skills In-class Activities: Video: Conducting Effective Meetings, Community Toolbox (in preparation for Week 7)	• McKnight, J. (2013). *A basic guide to ABCD community organizing.* The Asset Based Community Development Institute, Northwestern University. Available at: http://www.nurturedevelopment.org/wp-content/uploads/2016/01/A-Basic-Guide-to-ABCD-Community-Organizing-1.pdf • Community Tool Box. (2013). Ch. 5, Section 1: *Strategies for Community Change and Improvement: An Overview*. Available at https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/overview/main	
7 10/18/18	**Stakeholder Engagement Meeting Day 1:** *Community Meeting & Issue Assessment Feedback* In-class Handouts: • Meeting agendas distributed by students In-class Activities: • Student facilitated stakeholder meetings	• Steibel, B. (2003). **The Managers Guide to Effective Meetings,** Ch. 2 Preparing for a Meeting (pp. 10-41); Ch. 3 Conducting the Meeting (pp. 62-88). • Prepare to facilitate stakeholder engagement meeting in class or to provide feedback/ask questions (depending on your role). See assignment for details.	**Agenda due Wednesday, 10/17/18 if facilitating meeting (please bring copies for your group)**

Week/ Date	Topics	Class Preparation	Assignment Due
8 **10/25/18**	**Understanding Organizations** • Learn about types and features of organizations • Consider ways of conceptualizing organizations; understand theoretical underpinnings • Understand organizational structure, mission, and purpose In-class Activity: • Video: Human Services Council Video: https://www.youtube.com/watch?v=SUXDkpa7j4o	• Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations* **(3rd Ed.),** Ch. 1: Getting to know the human service organization (pp. 1-21); Ch. 2: Distinguishing features of organizations (pp. 22-50).	
9 **11/1/18**	**Organizational Change Efforts** • Understand sources of organizational change • Develop strategies to assess potential and viability for organizational change • Acquire knowledge about the role of social workers as change agents in organizations • Building inclusive, equitable and diverse organizations In-class Activities: • Podcast: Building a Culture of Opportunity Within Disadvantaged Communities (https://ssir.org/podcasts/entry/building_a_culture_of_opportunity_within_disadvantaged_communities)	• Furman, R., & Gibelman, M. (2013). *Navigating Human Service Organizations* **(3rd Ed.),** Ch. 11: Coping with change (pp. 206-221); Ch. 12: Lending a helping hand: Making your organization better (pp. 222-237). • Brennan, M. (February 13, 2015). Five ways to build diverse, inclusive leadership teams. Stanford Social Innovation Review. Available at: https://ssir.org/articles/entry/five_ways_to_build_diverse_inclusive_leadership_teams • Remen, R. N. (1999). *Helping, fixing, or serving?* Available at: https://www.uc.edu/content/dam/uc/honors/docs/communityengagement/HelpingFixingServing.pdf	**SWOT Agency Analysis Due Sunday 11/04/18**
10 **11/8/18**	**Supervision and Resource Development in Organizations** • Understand functions of supervision • Learn strategies to use supervision effectively • Understand fundamentals of fundraising, grants and contracts, and grant proposals In-class Activity: • Identifying solutions to complex agency issues	• Kirst-Ashman, K. K., & Hull, G. H. (2018). *Generalist Practice with Organizations and Communities,* Ch. 13: Using supervision (pp. 501-516); Ch. 14: Developing and managing agency resources (pp. 533-566 **ONLY**).	

Week/ Date	Topics	Class Preparation	Assignment Due
11 **11/15/18**	**Stakeholder Engagement Meeting Day 2:** *SWOT Agency Analysis Feedback* In-class Handouts: Meeting agendas distributed by students In-class Activities: • Student facilitated stakeholder meetings	If facilitating a meeting this week, please review the reading assignment from 10/18/18 to ensure you are prepared. Prepare to facilitate stakeholder engagement meeting in class or to provide feedback/ask questions (depending on your role). See assignment for details.	**Agenda Due Wednesday, November 14 if facilitating meeting (please bring copies for your group)**
12 **11/22/18**	**Thanksgiving Break!**		
13 **11/29/18**	**Intervention Planning and Evaluation with Organizations and Communities** • Learn steps to designing a community intervention • Understand essentials of evaluating change strategies at organizational and community levels • Learn about logic models in planning for and evaluating change efforts In-class Handouts: • Logic model blank template • Example logic models In-class Activities: • Logic model puzzle group activity	• Netting, F.E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice* **(6th Ed.),** Ch. 9: Building support for proposed change (pp. 267-272 **ONLY**). • Community Tool Box (2013). Ch. 18, Section 1: *Designing Community Interventions*. Available at https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/design-community-interventions/main • W.K. Kellogg Foundation. (2004). *Logic Model Development Guide*. (pp. 1-42 only – Skim these pages & familiarize yourself with logic models to prep for this class). • Buitrago, C. (2015). *Framing program evaluation: Why we should tinker with theories of change and logic models* (pp. 1-9). Harvard Family Research Project, Harvard Graduate School of Education. Available at: http://www.hfrp.org/out-of-school-time/publications-resources/framing-program-evaluation-why-we-should-tinker-with-theories-of-change-and-logic-models	
14 **12/6/17**	**Engaging with Diverse Populations, Organizations and Communities** • Learn about the role of stigma in perpetuating disadvantage and social inequality across levels of social work practice	• Goldbach, J. T., Amaro, H., Vega, W., & Walter, M. D. (2015). *The grand challenge of promoting equality by addressing social stigma.* (Grand Challenges for Social Work Initiative Working Paper No. 18) Cleveland:	

Week/ Date	Topics	Class Preparation	Assignment Due
	• Assess impacts of difference, discrimination, and oppression on populations • Identify opportunities and strategies for engagement, collaboration, and participation with diverse populations, organizations and communities <u>In-class Activities:</u> • Equity & Diversity in the U.S. A Re-Perception "Quiz"	American Academy of Social Work and Social Welfare. Available at: • http://aaswsw.org/wp-content/uploads/2016/01/W16-The-Grand-Challenge-of-Promoting-Equality-by-Addressing-Social-Stigma1-1-2.pdf • Netting, F.E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social Work Macro Practice* **(6th Ed.),** Ch. 3: Engaging with diverse populations (pp. 59-86).	

V. TEXTS AND READING MATERIALS FOR THE COURSE

There is no single text for this course. Required readings from the three books with assigned chapters are available through Canvas. Other reading material is available on Canvas or through specific website URL links listed under Course Content. Periodically, the instructor may make available additional optional and/or required readings.

Course Web Site

Articles, power points, and other materials are located on the class web site through Canvas:
https://canvas.wisc.edu/courses/119513

VI. EVALUATION: Assignments, Grading and Methods

Assignments: Due Dates and Points

Assignment	Due Date	Max Points
1. Attendance and Class Participation	Ongoing	10
2. Community Meeting and Issue Assessment	September 30, 2018	25
3. SWOT Agency Analysis	November 4, 2018	25
4. Stakeholder Engagement Meetings	Either: October 18, 2018 or November 15, 2018	10
5. Intervention Plan	December 16, 2018	30
Total Points		**100**

Assignment Descriptions, Instructions and Grading Criteria:

1) Class Participation, Professionalism & Attendance (Ongoing) (10 points)

Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations, you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others. The instructor also anticipates that students will be professional with each other and with the instructor. This includes face-to-face and email communications.

Element	Points Value (10)
1. No-unexcused absences	5
2. Consistent participation, professionalism, and active engagement in large group discussions; informed discussion and demonstrated critical thinking in small group activities	5

2) Community Meeting and Issue Assessment (Due: September 30, 2018; 25 points)

For this assignment, students will identify a meeting in the community (or at their field placement) that relates to a community topic, issue or problem and that affects a particular group or population. Students will attend, observe, and write a paper about the meeting and the issue that was addressed at the meeting. The purpose of the assignment is two-fold: 1) to expose students to activities that take place at mezzo levels of practice, 2) and to help students develop assessment skills as part of the generalist approach to practice with communities. Assessment skills and the documentation of community issues is an important part of planning for and affecting change in macro practice settings.

Instructions:
1. Select a meeting in the community (or at your field placement if appropriate), which focuses in part or in full, on an issue, topic or problem pertinent to the community. The topic should be something that affects the well-being of a group of individuals. Recall that community can be defined in ways that go beyond geographic boundaries or place, i.e., a community of people might have shared attributes or common interests. Examples of meetings include: school board meeting, coalition meeting, community organizing meeting, advocacy meeting, and community board or planning meeting. Community meetings are often held in libraries, schools, government buildings, civic organizations, places of worship, and sometimes local businesses. Topics vary widely but might include: housing, disability rights, food insecurity and policy, homelessness, landlord and tenant issues, environment, school district issues, and public safety. This list is for illustrative purposes only; there are many other possible topics to consider when selecting your meeting.

2. Attend the meeting, observe, and take notes as needed for the assignment. Information you should include in your written assignment:
    a. Meeting information: date, location, type, purpose, main topics discussed, if agenda was distributed (may attach if pertinent)
    b. Attendance:
        ▪ Who was present and what roles did they have?
        ▪ Who facilitated the meeting?
        ▪ Who were the participants?
        ▪ Who was active (e.g., spoke, presented) and who observed?
    c. Content:
        ▪ What topic, issue or problem was discussed?
        ▪ What community is connected with the issue?
        ▪ Is there a population or group that this issue affects in particular?
        ▪ How is the topic related to social change or community action?
        ▪ Is this an issue that appears to be ongoing and challenging to resolve or is it something that was resolved or nearly resolved by decisions made at the meeting?
        ▪ Is there controversy or disagreement about the issue?
    d. Diversity and Inclusion:
        ▪ How do issues of diversity, inclusion, oppression, and/or privilege and power pertain to the topic?
        ▪ To what extent were these perspectives discussed or addressed in the meeting? How could have they been addressed differently or more effectively?

- How might dimensions of diversity intersect in this context, e.g., a school board meeting where the issue of breakfast/lunch food quality served to mostly racial/ethnic minority children of low socioeconomic status is discussed; or an agency meeting that focuses on delivery of mental health services to immigrant Hmong elders who live with severe health problems related to past war and refugee experiences?
  e. Meeting Reflection:
      - What led you to select this meeting?
      - Would you attend again or select another?
      - Was there anything you observed or experienced that was unanticipated?
      - How do you think your presence and engagement in the meeting affected the group process, if at all?

3. Issue Assessment:
    a. Find and succinctly summarize information that describes and documents the issue, topic or problem addressed at the meeting. Obtain information from existing studies including but not limited to: community needs assessments, surveys, census data, county and state data, and research studies reported in peer-reviewed journals, government reports, and/or disseminated by research centers or organizations, and foundations. Popular press sources, blogs, and general Internet sources should not be used. At least 3-5 references should be included.
    b. The issue assessment summary should include:
        - The prevalence (the total number of people affected at one point in time) and/or incidence (the number of new cases in a given time period);
        - Information about the nature of the issue relative to regional, state or national contexts. In other words, how does this issue compare to other locations? Does the issue affect the population in this community more or less than in other areas?
        - The relevance and importance of the issue: How is the well-being of individuals, families, groups and/or communities affected? What negative consequences are experienced because of the issue? In other words, why does this issue matter?
    c. Finally, based on your understanding of the issue, conclude by identifying any community assets that you think pertain to the issue. Describe what might be leverage points for action, i.e., things that could be targeted for change to reduce the problem or prevent future problems from occurring. Examples include: utilizing the skills and interests of younger Hmong individuals (who have cultural expertise) to provide input on developing a culturally sensitive assessment tool to accurately identify the health needs of Hmong elders who experience language and cultural barriers in communication; including previously incarcerated mothers in offering peer support services to newly released mothers in order to draw from their lived experience and knowledge; convening leaders from a community center, local business, and place of worship who all share in the common goal of supporting youth in the neighborhood through well-designed after school programs.

Length, Format, Structure, and Submission:
The paper should contain: 1) a title page (with a paper title, your full name, the course, and submission date); the title page does not count toward the page limit; 2) the body of the text which should be 4 – 6 pages double spaced; 3) a references page listing scholarly sources cited in the paper; the reference page does not count toward the page limit. Please use 1-inch margins and follow APA guidelines for in-text citations and the reference list. Please submit papers electronically to the course Canvas site by **September 30, 2018.**

Rubric:

Elements	Points Value (25)
1. Selection of appropriate meeting.	2
2. Clear and thorough discussion of required topics: a) meeting information, b) attendance, c) content, and d) dimensions of diversity and inclusion.	10
3. Critical reflection on meeting experience.	3

4. Issue assessment is clearly documented with pertinent information: a) prevalence and/or incidence, b) context, and 3) relevance.	5
5. Community assets and leverage points for change are discussed.	3
6. Three or more scholarly sources are used to describe the issue, topic or problem.	1
7. APA style of citations and references is adhered to.	1

3) SWOT Agency Analysis (Due: November 4, 2018; 25 points)

A SWOT analysis is a tool used for evaluation and planning by organizations and companies of all sizes and types. This planning tool helps organizations identify areas that need change and program improvement by considering their strengths and weaknesses, as well as opportunities and threats, a.k.a., SWOTs. This assignment requires you to do a SWOT analysis of your field placement agency. The purpose of the assignment is to help students critically assess agency settings, communicate what is learned, and make recommendations for change based on potential leverage points where adjustments and transformation can be instituted.

Your planning for this assignment should begin early in the semester and include discussion with your field supervisor in order to get permission to proceed. You should also discuss with your supervisor the various roles of individuals affiliated with the agency that might be accessible and willing to be interviewed as part of your assessment, e.g., frontline staff, managers or supervisors, administrators, board members. You should also discuss whether or not it would be appropriate to include clients in the process. This is suitable and feasible in some settings, but not in others. You and your supervisor should decide together. In some cases, students have access to many people to interview, in other cases, this is more difficult. For purposes of the assignment, I am more interested in critical analysis of your field agency and your ability to communicate what you learned, and especially, your recommendations for proposed changes. **If, for any reason, you are not permitted to do the SWOT analysis in your agency, notify the instructor as early as possible in the semester.**

Instructions:
1. In Appendix B, you will find a tool which explains the four components of a SWOT analysis, and a template sheet where you can document answers. First, answer the questions about your field placement, recording your own responses for later analysis and integration.

2. Interviews:
   Next, identify people in the agency (e.g., workers, supervisors, clients, and/or others) that "know" your field placement setting. It may be helpful to interview individuals who play different roles in the organization. Set up interview appointments allowing for approximately 30 minutes of meeting time. Explain the purpose of the meeting and the assignment goals. Provide a copy of the SWOT tool to each participant to help them better understand the questions you are asking. Ask for their opinion about each of the four SWOT dimensions. Record your findings on the SWOT Analysis Template for each interview. It is recommended that you use a different Template sheet for each interview.

3. SWOT Summary:
   Once you have completed the interviews, review and summarize the SWOT responses for each of the four dimensions across interviews. Indicate the name of your agency and the types of services provided there. Include your own responses in the analysis and summary. Indicate how many interviews you conducted, the approximate time it took to complete each interview, and the roles (not the names) of the people you consulted with. The four components of the written summary should include:
   a. **Strengths** that are known to the agency/department/program
   b. **Weaknesses** of the agency/department/program
   c. **Opportunities** that the agency/department/program can utilize or take advantage of
   d. **Threats** that pose challenges to the agency/department/program.

4. <u>Agency Recommendations</u>:
   Finally, for each SWOT dimension, write recommended actions that you believe could be taken to make program improvements, to bolster agency operations, and/or to more effectively provide services to clients. In drafting your SWOT recommendations, consider the agency's goals and mission and how these could inform change strategies. Where appropriate, include details about changes that could occur internal to the agency and external to the agency. The SWOT analysis should illustrate where the agency is today and where it could go. You might consider the following questions as you write your recommended actions. Expand as appropriate:
   a. **Strengths:** How can the organization build on them? How can they offset weaknesses? How can they be used to take advantage of existing or future opportunities?
   b. **Weaknesses**: How can they be overcome? What can be easily adjusted in the short-run to reduce the weaknesses? What might take longer-term planning and thinking?
   c. **Opportunities:** How can they offset threats? How can they inform future goals?
   d. **Threats**: How can they be guarded against? What strategies can be implemented to reduce or eliminate such threats?

<u>Length, Format, Structure, and Submission</u>:
The paper should contain: 1) a title page (with a paper title, your full name, the course, and submission date); the title page does not count toward the page limit; 2) the body of the text which should be 2 – 4 pages double spaced. Please use 1-inch margins and submit papers electronically to the course Canvas site by **November 4, 2018.**

<u>Rubric</u>:

Elements	Points Value (25)
1. Overall quality, organization of information, and clarity of written work.	5
2. Analysis and summary of interview responses is clear, comprehensive, informative, and demonstrates understanding of your field agency. Information about each SWOT dimension is included without significant differences in weight across the four areas, i.e., there is an even distribution of information summarized about each SWOT area.	10
3. Recommendations for each SWOT dimension are included. They contain adequate detail, make reference to fit with agency mission, and are reasonable and achievable.	10

4) **Stakeholder Engagement Meetings (Either October 18, 2018 or November 15, 2018 <u>with agendas due the day before to the instructor</u> and <u>copies to distribute to your group members</u> the day of your presentation; 10 points)**

Twice during the semester, students will have an opportunity to participate in a stakeholder engagement meeting. The focus will either be the community issue previously assessed or the SWOT agency analysis. Students will be tasked with facilitating a meeting regarding what they learned from the related assignment (community assessment or agency analysis), and will obtain practice in planning a meeting, facilitation skills, agenda preparation, and getting feedback and guidance from stakeholders (i.e., student peers). On stakeholder engagement meeting days, students will come to class with a bullet point summary of information corresponding to the objectives for the stakeholder engagement meeting (see below). In addition, students will prepare a brief agenda that will guide their facilitation of the stakeholder engagement meeting. The agenda will be submitted to the instructor and distributed to group members.

<u>Structure</u>:
- Students will be assigned to groups of 5 - 6. Approximately 3 students will facilitate in each group, one at a time, while the other students will participate as stakeholders providing input and feedback. All students will have the chance to play the role of facilitator once.

- Half of the class will facilitate on Meeting Day 1, while the other half of the class will facilitate on Meeting Day 2. The focus of all meetings on Day 1 will be findings from the community assessment previously completed, while the focus of all meetings on Day 2 will be the SWOT agency analysis findings. At the end of each meeting, facilitators will close the meeting and then move on to the next person's meeting.
- Meetings will take approximately 20-30 minutes to complete and will follow this general schedule:
  - Instructor overview and orientation to Meeting Day: 10 minutes
  - First meeting: 25 minutes; debrief and transition to next meeting: 5 minutes
  - 10 minute break
  - Second meeting: 25 minutes; debrief and transition to next meeting: 5 minutes
  - Third meeting: 25 minutes; debrief and transition to next meeting: 5 minutes

Instructions:

Meeting Day 1—Facilitators: Prepare for the meeting by writing an agenda, and writing down a bullet point summary of what you will discuss, the questions you want to raise with your stakeholders, and input you are hoping to get. **Upload your agenda and stakeholder questions to Canvas the day before.** Come to class ready to discuss the following:
- Community issue, topic, problem assessed
- The group of people affected by the issue
- Where it occurs and frequency
- Ways in which issues of diversity, inclusion, oppression and/or privilege and power pertain to the topic
- Available information (previously collected and summarized) that describes the prevalence and/or incidence of the problem; extent to which the issue affects the population more or less in this area than in other places; and relevance and importance of the issue, i.e., what are the negative consequences experienced by people because of this issue
- Community assets that could be potentially leveraged for action or targeted for change and that seem viable options for reducing or eliminating the problem
- Questions you want to raise with the stakeholders and input you are hoping to get. These should be written down ahead of time and handed into the instructor along with your agenda.
- 2-3 specific, measurable, realistic action(s) that could be carried out and that would lead to a desired outcome related to addressing the identified issue. Based on discussion and input you get at your meeting, modify these actions as needed, write them down and turn in to the instructor via Canvas after the meeting.

- **BEFORE THE MEETING:** PLEASE UPOAD AGENDA AND STAKEHOLDER QUESTIONS TO CANVAS BY 12pm the day before. Please bring copies of your agenda for your group.
- **AFTER THE MEETING**: Please upload the 2-3 action items you have decided on based on the discussion. **This is due no later than the Monday after the meeting.**

Meeting Day 1—Stakeholders: Be active and engaged as a stakeholder. Listen, ask questions, and provide feedback. Think about the issue as if it affected you, your family, your neighborhood, or some other group that you are affiliated with. Think about the following questions as you listen and give input:
- Is the issue, topic or problem and the affected population or group clearly defined?
- Is it something that could potentially be addressed?
- Has the facilitator made a clear and compelling case for why this is an important issue?
- Are the data and other available information used to substantiate the issue up to date, presented clearly and concisely?
- Are the recommended actions and targets for change reasonable and realistic? Do they seem like an appropriate fit given the available assets and possible mechanisms of change? What else do you want to know? What other actions could be considered?

Meeting Day 2—Facilitators: Prepare for the meeting by writing an agenda, and writing down a bullet point summary of what you will discuss, the questions you want to raise with your stakeholders, and input you are hoping to get. **Upload your agenda and stakeholder questions to Canvas the day before.** Come to class ready to discuss the following:

- Agency description where SWOT analysis took place
- Summary of process including roles of people interviewed, number of interviews
- Initial SWOT assessment completed by self (what were your initial responses to the SWOT analysis before you interviewed others)
- Summary of the four SWOT dimensions based on integration of findings across interviews: strengths, weaknesses, opportunities and threats
- Recommended actions that could be taken to make program improvements, to bolster agency operations and/or to more effectively provide services to clients.
    - Be sure to provide sufficient reasoning as to why you are recommending those specific actions over others
    - Discuss extent to which change strategies fit with the organization's mission and goals and degree to which the changes would occur internal or external to the organization.
- Questions you want to raise with the stakeholders and input you are hoping to get. These should be written down ahead of time and handed into the instructor along with your agenda.
- 2-3 specific, measurable, realistic action(s) that could be carried out and that would lead to a desired outcome related to addressing the identified issue. Based on discussion and input you get at your meeting, modify these actions as needed, write them down and turn in to the instructor via Canvas after the meeting.

- **BEFORE THE MEETING:** PLEASE UPOAD AGENDA AND STAKEHOLDER QUESTIONS TO CANVAS BY 12pm the day before. Please bring copies of your agenda for your group.
- **AFTER THE MEETING**: Please upload the 2-3 action items you have decided on based on the discussion. **This is due no later than the Monday after the meeting.**

Meeting Day 2—Stakeholders: Be active and engaged as a stakeholder. Listen, ask questions, and provide feedback. Think about the issue as if it affected the organization you are affiliated with. Think about the following questions as you listen and give input:

- Do you have a clear understanding of the agency and the services it provides?
- Is the SWOT analysis process evident from the description?
- What do you understand to be the agency's strengths, weaknesses, opportunities and threats?
- Does the facilitator have a different perception of the agency's SWOT dimensions than other stakeholders in the organization and if yes, why might that be?
- Are the recommended actions and targets for change reasonable and realistic? Do they seem like an appropriate fit given the available assets and possible mechanisms of change? What else do you want to know? What other actions could be considered?

Rubric:

Elements	Points Value (10)
1. Meeting preparation is adequate with clear agenda, purpose and understanding of the goals for the meeting. The agenda is not a detailed summary but follows standard agenda format and is handed in ahead of time.	2
2. Stakeholder questions prepared ahead of time are clear and relevant to the community or agency issues being raised.	2
3. Facilitator communicated effectively providing sufficient information but allowing time for input. Facilitator kept group focused on agenda. Discussion was purposeful and helped achieve stated objectives. Timing was managed well in order to get through meeting agenda.	2

4. Facilitator helped members state and clarify interests vs. positions and engaged in constructive problem solving by listening, making restatements, seeking compromise, not taking sides, and so on.	2
5. Proposed actions that resulted from stakeholder meeting are sufficient in number (2-3), are specific, measurable, realistic and actionable. These written actions are handed in after the meeting.	2

5) Intervention Plan (Due December 16, 2018; 30 points)

Drawing from one of your earlier assignments, i.e., Community Meeting and Issue Assessment or the SWOT Agency Analysis, you will identify an intervention that addresses the community issue or the agency's weaknesses and threats for the purpose of instituting change in that arena (community or agency). The plan will articulate the intervention's objectives and describe its underlying theory of change. It will also include a logic model depicting how the intervention would be implemented and what results would be anticipated. Drawing from the generalist practice framework, the purpose of the assignment is to help students make a link between engagement and assessment, and planning, implementation and evaluation.

Instructions: Write an intervention plan that includes the following:

1. Issue or Problem Description:
   Describe the population, community or aspect of the agency targeted for change. This will differ depending on whether you are proposing an intervention plan for change within a particular community or change within an agency setting. This description should draw from the previous assignment where the issue assessment or SWOT analysis results were described. Take the opportunity to add information that might have been previously missing. Briefly explain why the issue is both important and feasible to address. Think about the leverage points or recommendations made in the earlier assignment to help narrow down the proposed intervention plan, e.g., things that can be changed to reduce or eliminate the problem. You should use at least 3 scholarly sources when documenting the issue or problem description.

2. Intervention Plan:
   Identify or propose an intervention that if implemented, would lead to a set of anticipated (or hoped for) results. The intervention plan should clearly link intervention components and expected results! Take care to relate how different aspects of your proposed intervention will work and how/why they will lead to the desired change. Articulate the outcomes you anticipate for the target population, community or agency. For example: increased earnings, improved access to child care, reduced violence, improved agency outreach to underserved clients, or expanded funding and strategic planning resources to enhance agency capacity. The outcomes should be specific (either in behavior, skill, knowledge, attitude or circumstance), measureable (in order to know if the outcome was in fact achieved), action-oriented (represent issues that can be addressed through intervention), as well as realistic and reasonable, i.e., achievable.

   When selecting the intervention plan, consider various options and which ones might be best suited to address the stated issue or problem. For example, are you: 1) selecting a new direct service program, 2) making changes to an existing program, 3) proposing organizational development strategies to build agency capacity to improve client services, 4) proposing a community organizing campaign to help people advocate for themselves to make community improvements, or 5) instituting community development practices to improve the physical, social and/or human capital and living conditions of a neighborhood. This is not an exhaustive list but illustrates ways to conceptualize the type of intervention plan you are selecting. You should use at least 4 scholarly sources that offer evidence to support your proposed intervention plan. Refer to the Community Tool Box's list of evidence-based practice sites to help you identify best, promising, and evidence-based programs and interventions http://ctb.ku.edu/en/databases-best-practices.

The reader should finish this section with a clear understanding of how your intervention will work and what results are anticipated and why. Take care to present a thorough and clear intervention that paints a picture of the work that will take place.

3. Logic Model and Description:
   Include a graphic depiction of the intervention in the form of a logic model. It should include the intervention's inputs, activities, outputs and outcomes. Describe the logic model including the resources needed for implementation of the intervention (inputs), intervention activities, and the anticipated outputs and outcomes. The logic model can be used to describe change efforts at either the community or agency level. The description should include a clear statement about how the proposed activities will lead to the anticipated outcome. Provide as much detail as is needed to make it clear to the reader what will happen to make the outcomes possible and to affect change in a meaningful way for the community or agency.

Length, Format, Structure, and Submission:
The paper should contain: 1) a title page (with a paper title, the student's name, the course, and submission date); the title page does not count toward the page limit; 2) the body of the text which should be 6 – 8 pages double spaced; 3) a logic model 1-2 pages, and 4) a references page listing scholarly sources cited in the paper; the reference page does not count toward the page limit. In total, the paper should be 7-10 pages not including title page or references. Please use 1-inch margins and follow APA guidelines for in-text citations and reference list. Please submit papers electronically to the course Canvas site by **December 19, 2018.**

Rubric:

Elements	Points Value (30)
1. Clearly articulated issue or problem description.	4
2. Intervention plan is clearly articulated; how intervention activities will result in desired outcomes is well-reasoned and unambiguous; outcomes meet the recommended criteria; and the proposed intervention is based on the best available evidence for this practice area.	14
3. Logic model accurately and clearly describes the intervention's inputs, activities, outputs and outcomes. It depicts the theory of change as described in the text.	7
4. 3 or more scholarly sources are used to describe the issue, topic or problem; 4 or more scholarly sources are used to support proposed intervention plan.	3
5. APA style of citations and references is adhered to.	2

Grading Scale & Standards: Final grades will be based on the following scale:

Points	Grade	What the point totals & subsequent grade generally indicate:
94-100	A	Outstanding, surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in some areas; below in others
70-75	C	Below expectations in most areas
64-69	D	Below expectations in all areas
<64	F	Fails to meet minimal expectations in all areas, not acceptable

VII. COURSE POLICIES

Attendance Policy
To ensure a quality educational experience, students are expected to attend all scheduled classes and to arrive on time.

- Attendance will be taken at each class and students' level of participation noted.
- Excused and Unexcused Absences:
    - One unexcused absence will result in loss of one point from student's attendance & participation grade.
    - Two unexcused absences will result in a student's grade being dropped one full letter grade.
    - Three unexcused absences will place the student at risk for failing the course.
    - On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for *unexcused* absences.
    - Additional make-up work appropriate for the content missed during an *excused* absence may be assigned. Completion of this work will result in no point deductions from the student's grade. This make-up work may consist of an analysis of the required reading, as well as a summary of any power point lecture material and how one might integrate this material into one's practice.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Always contact the instructor ahead of time in the event you need to miss class. This should be communicated by email. Communication about absences will help determine whether an absence is considered excused or unexcused.
- Students who <u>must</u> be absent due to inclement weather or other emergencies must contact the instructor prior to the start of the class to be considered for an *excused* absence.
- Inclement Weather Policy
    - If there is inclement weather students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
    - If classes are cancelled, students will be expected to check their email to determine how to engage in the course materials for that day.
    - If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

Religious Observances
In accordance with University policy, accommodation will be made for students who are participating in a religious holiday or who have a conflict between religious observances and mandatory class requirements. To request accommodation, notify the instructor within the first two weeks of class of the specific days or dates on which a student requests relief.

Support for Students Needing ADA Accommodation
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, should ensure that the instructor has been notified by the McBurney Center about the requested accommodation by the 2nd week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. For more information, please contact the McBurney Center at https://mcburney.wisc.edu/; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706.

Student Behavior Policy
It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students' opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Feel free to ask questions at any time but also please review the syllabus first to see if the answer to your question can be found there.

Code of Ethics, Professional Conduct & Plagiarism
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Plagiarism
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

Technology in Class
A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for *unobtrusive* note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time unless it specifically pertains to a class activity or the instructor requests that students search the Internet for something.

Late Assignments
All assignments are due **by 11:59pm** on the date required by the instructor. Assignments turned in late will be docked 1 point for each day past due unless prior arrangements are made between the student and instructor. The instructor retains the right to extend timelines on a case-by-case basis as necessary. Students have the responsibility to notify the instructor that an assignment will be late as soon as possible but ahead of the deadline. Without such notice, points will be deducted for each day the assignment is past due. Extensions will be decided on an individual basis.

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 semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student's control.

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
2.1.2: Engage diversity and difference in practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Discussion and in-class activity related to dimensions of diversity in the context of interactions with each other and in generalist practice. (K, V, C & A)	Week 1
	Reading and discussion about engaging human diversity and the influence of difference in practice (K, V, C & A)	Week 2
	Reading, lecture, in-class activity and discussion about community diversity, intersections of diversity, and engagement strategies with diverse groups. (K, V, S, C & A)	Week 4
	Reading, discussion, podcast and activity related to building diverse, inclusive, and equitable organizations. (K, S, C & A)	Week 9
	Reading, discussion and in-class activity about the role of stigma in perpetuating disadvantage and social inequality; impacts of difference, discrimination and oppression; and strategies to engage with diverse groups, organizations and communities. (K, S, V, C & A)	Week 14
	Assignments (K, S, C & A): • Community Meeting and Issue Assessment: diversity & inclusion section	p. 8
	• Stakeholder Engagement Meetings: ways in which issues of diversity, inclusion, oppression, and/or privilege and power pertain	p. 11
2.1.6. Engage with Organizations and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and	Reading and discussion about use of engagement in the generalist approach to practice (K, V, C & A)	Week 2
	Lecture, readings and discussion about engagement strategies in communities and with organizations. (K, V, C & A)	Weeks 4 & 14
	Readings, video and discussion using community organizing tools to engage communities (K, V, C & A)	Week 6

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Reading, activity, and discussion about engaging organizations in change efforts (K, V, S, C & A) Assignments (K, V, S, C &A): • Community Meeting and Issue Assessment • SWOT Agency Analysis • Stakeholder Engagement Meetings	Week 9 p. 8 p. 9 p. 11
2.1.7. Assess Organizations and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Lecture, readings, and discussion about assessment in the generalist approach to practice. (K, V, C & A) Lecture, readings, and discussion about assessing organizational and community needs and resources. (K, C & A) Reading and discussion about assessing potential for organizational change efforts. (K, C & A) Lecture, reading, and discussion about organizational assessment for growth and change purposes. (K, C & A) Assignments (K, V, S, C &A): • Community Meeting and Issue Assessment • SWOT Agency Analysis	Week 2 Weeks 3 & 4 Week 9 Week 10 p. 8 p. 9
2.1.8. Intervene with Organizations and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of	Reading and discussion about use of intervention in the generalist approach to practice. (K, V, S, C & A) Reading, lecture, and discussion on taking action and intervening in communities. (K, V, C & A) Reading and discussion about use of community organizing as a practice tool. (K, V, S, C & A) Reading, lecture, in-class activity related to strategies for intervening in organizations, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.	Week 2 Week 5 Weeks 6 Week 9

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
	Reading, activity, discussion and lecture on intervention planning with communities and organizations. (K, V, S, & C & A)	Week 13
	Assignments (K, V, S, C & A): • Stakeholder Engagement Meetings • SWOT Agency Analysis • Intervention Plan	p. 11 p. 9 p. 13
2.1.9 Evaluate Practice with Organizations and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers	Lecture, readings, and discussion about evaluation in the generalist approach to practice. (K, V, C & A) Reading and discussion about evaluation of programs in organizations. (K, V, C & A) Lecture, readings, activity, large and small group discussion about evaluating change strategies in organizations and communities; use of logic models in evaluation. (K, V, S, C & A) Assignments (K, V, S, C & A): • SWOT Agency Analysis • Intervention Plan	Week 2 Week 10 Week 13 p. 9 p. 14

*K=Knowledge; V=Values; S=Skills; C & A=Cognitive and Affective Processes

Appendix B

SWOT ANALYSIS TOOL

The following are general questions in each SWOT category to prompt analysis of your field placement agency and that can be used in the interviews.

		POSITIVE/HELPFUL	NEGATIVE/HARMFUL
INTERNAL	• Human resources • Physical resources • Financial resources • Activities and processes • Past experiences	**STRENGTHS** What are the agency's own advantages, in terms of people, physical resources, and finances? What does the agency do well? What activities or processes have met with success?	**WEAKNESSES** What could be improved in the agency in terms of staffing, physical resources, and funding? What activities and processes lack effectiveness or are poorly done?
EXTERNAL	• Future trends - in your field or the culture • The economy • Funding sources (foundations, donors, legislatures) • Demographics • Physical environment • Legislation • Local, national, or international events	**OPPORTUNITIES** What possibilities exist to support or help the agency's effort - in the environment, the people served, or the people who conduct work in the agency? What local, national, or international trends draw interest to the agency? Is a social change or demographic pattern favorable to the agency's goal(s)? Is a new funding source available? Have changes in policies made something easier? Do changes in technology hold new promise?	**THREATS** What obstacles does the agency face that hinder the effort - in the environment, the people served, or the people who conduct work in the agency? What local, national, or international trends favor interest in other or competing programs? Is a social change or demographic pattern harmful to the agency's goal(s)? Is the financial situation of a funder changing? Have changes in policies made something more difficult? Is changing technology threatening the agency's effectiveness?

SWOT Analysis Template

Student Name:_____   Date: _____

Interview #: _____

1) List **Role of Participant** (not name):

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

3) What are its **Weaknesses**?

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

5) What **Threats** exist for the agency/department/program?