Instructor: Margaret Kubek (she, her, hers), MSW, MS
Office Time: Virtual on Zoom, Thursday noon – 2pm or by appointment.
Phone: 920-309-3281 (personal cell number)
Email: mkubek@uwsp.edu

Course Description

This course focuses on the application of generalist social work methods and planned changes within organizations and communities. It explores how agency and community contexts influence vulnerable populations, shape social policy, and transform social advocacy. The course addresses social work values, ethics, and social justice in the context of macro-level practice; and stresses the role of critical thinking in the social work profession. Evidenced-based macro change methods are researched and used to assess an organization and develop a macro change program proposal.

Course Materials

The following texts are required for this class:
Kirst-Ashman, K. & Hull G.H. (2018) *Generalist practice with organizations and communities*. 7th edition. Boston: Cengage Learning

Additional multi-media, readings, and mini-lectures will be posted to Canvas.

Course Format

This course will be a blend of live, coordinated Zoom classes (synchronous 2 times per month) and Canvas for assignments and asynchronous learning. The course format will include small and large group work, lectures, multi-media, student discussions, and asynchronous learning modules. Zoom classes will have a "laboratory" learning component which will include work in pairs to assess and critically analyze organizations and macro change. *There will be dedicated time during our Zoom meetings for you to work on your macro change proposal project.*

Information about Canvas

Canvas is the UWSP Learning Management System (LMS). Materials for this course are posted to Canvas; this is also the place where you will submit assignments. Follow this link for the login page for Canvas, student guides, and an orientation training for students: https://www.uwsp.edu/canvas/Pages/default.aspx

Information about Zoom

Zoom is the UWSP Web Conferencing Tool. Virtual, live conversations are hosted on this platform. Follow this link to read more about Zoom and to activate your account:
https://www.uwsp.edu/infotech/Pages/Tutorials/Zoom/Zoom.aspx

To enter our Zoom class sessions, navigate to the Canvas page, select our course, then scroll down to Zoom. You'll then select the appropriate date.

The link for office time is posted in Canvas.

Course Objectives
Students who successfully complete this course will be able to:

1. Describe generalist social work practice as it relates to macro work with organizations and communities.
2. Assess organizations to promote change in vulnerable populations.
3. Assess social problems and propose appropriate strategies in organizations and communities.
4. Examine the social advocacy change process at the macro level; in particular assessment, intervention, and evaluation.
5. Identify and discuss ethical behavior, challenges, and opportunities in macro social work practice.
6. Incorporate knowledge obtained from other courses to evaluate, synthesize, and apply macro social work practice.

Course Requirements
1. Participation and Attendance   40%
     Attendance (10%)
     Bi-weekly Questions (10%)
     Asynchronous learning modules (20%)
2. Macro Change Proposal Project   60%
     Macro Change Proposal: Part I (5%)
     Macro Change Proposal: Part II (15%)
     Macro Change Proposal: Part III (15%)
     Macro Change Proposal: Part IV (20%)
     Macro Change Proposal In-class Discussion (5%)

Grading Scale

		Percent
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

PROFESSIONAL BEHAVIOR AND VIRTUAL CLASSROOM EXPECTATIONS

Attendance and Class Participation
♦ You are expected to **attend Zoom class sessions twice per month** and **complete assigned readings and multi-media prior to class.** Attendance is taken at the beginning of class. If you are unable to attend class, please make every effort to alert me to your absence PRIOR to class. Note that I am understanding of

personal and work life obligations and illnesses. There is a mechanism in place for you to "attend" the class and show participation should you have to miss a class.

♦ Our Monday meetings will be highly interactive. I may lecture for about 20 minutes throughout the session, but it will be predominantly discussion based. This will be a space for us to discuss macro social advocacy and work on the final project. As such, please make every effort to attend each Zoom session.

♦ While not required, it's helpful for everyone if you turn on your camera, in particular in the small group discussions.

♦ Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

Workload Expectation

The blended live and on demand format will provide a slightly different experience than if we were in-person for the entire semester. We will use our time in Zoom on Mondays to discuss concepts, grapple with questions, and work on your macro change project. The weeks we are not in the virtual classroom should be spent completing the asynchronous learning modules and working on assignments. Compared to a traditional classroom experience, a blended live and on demand class requires greater self-motivation and discipline.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE.** Requesting an extension does not automatically mean that you will receive one.

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Communication

Our communication in this class will occur virtually through Canvas, email, Zoom, or cell. If you need to contact me about a private matter, you can send me an email. I typically respond to emails within 24 hours (except on weekends); if you send me an email and do not hear back from me within 48 hours, please re-send your email. If you would like to chat in Zoom or by phone, you may send me an email or text to set that up.

I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

Zoom Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue during our Zoom time, please keep the following in mind:

• Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.

• Effective class discussions often involves some risk taking. I want to make the Zoom "classroom" a safe place to practice this kind of risk taking. Students are expected to assist in attaining this goal.

• Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ ethical behavior is expected to be displayed during class and in the completion of assignments. Social workers engage with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class time and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with different abilities", undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

What is Office Time?
This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My office hours for this semester are Thursdays from noon to 2pm, but I can meet at other times as well.

Confidentiality
The virtual classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the online classroom. An awareness of maintaining confidentiality is of utmost importance in the social work profession.

UNIVERSITY POLICIES AND PROCEDURES

First Nation Land Acknowledgement
We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.

University Supports
The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: https://www.uwsp.edu/dos/Pages/stu-personal.aspx.

Rights and Responsibilities
For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: https://www.uwsp.edu/dos/Pages/handbook.aspx

Policy Related to Sexual Violence on the UWSP Campus
Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for

information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. https://www.uwsp.edu/titleix/Pages/default.aspx

Support for Students Requiring ADA Accommodations

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.   Please see this document for guidance: https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf

READING, ASSIGNMENTS, AND CLASS TOPICS

Our Zoom classes are as follows:
February 1st 3 – 4:30pm
February 15th 3 – 5pm
March 1st 3 – 5pm
March 15th 3 – 5pm
April 5th 3 – 5pm
April 19th 3 – 5pm
May 3rd 3 – 5:50pm

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

Please note that we will not read the textbook in chronological order.

Week 1 (January 25 – January 30) Syllabus and Course Overview
GENERALIST PRACTICE IN THE MACRO ENVIRONMENT (Competencies 1, 6-9)
- **Read:** No readings
- **Participate:** Watch brief *Introduction to SW 362* video posted to Canvas; no Zoom class
- **Complete:** Information Sheet and submit to Canvas by Sunday, January 31st

Week 2 (January 31 – February 6)
UNDERSTANDING ORGANIZATIONS (Competencies 6 and 7)
Read: Chapters 1 and 5
Watch: The Women of Hull House (18 min) and The Rise of Black Lives Matter (48 min)

Participate: Attend Zoom virtual classroom session on Monday, February 1st from 3pm-4:30pm
Complete:
- Come with any questions you may have about the syllabus, readings, assignments, expectations, etc.
- Come prepared to share your question pertaining to the reading and doc assigned for this week
- Form pairs for MCP Project; begin discussion to identify agency for the Macro-change Project

Week 3 (February 7 – February 13)
MACRO-LEVEL GENERALIST PRACTICE; TIME MANAGEMENT (Competency 1)
Read: Chapter 2
Participate: Complete *Time Management Learning Module* posted in Canvas; take time to investigate community events for your community process recordings and/or explore an issue for the letter to the editor or elected official assignment; no Zoom class
Complete:
- Submit Macro-change Project (MCP) Part I: Social Services Agency Questionnaire by Sunday, February 7th
- Submit assignment for this week's asynchronous learning module

Week 4 (February 14 – February 20)
MACRO PRACTICE: ADVOCACY & SOCIAL CHANGE (Competencies 2, 3, and 5)
Read: Chapter 11
Watch: The Democratic Promise: Saul Alinsky and His Legacy (56 min)
Participate: Attend Zoom virtual classroom session on Monday, February 15th from 3pm – 5pm
Complete: Come prepared to share your question pertaining to the reading and documentary for this week

Week 5 (February 21 – February 27)
GENERALIST PRACTICE WITH ORGANIZATIONS; MICRO-SKILLS (Competencies 1 and 2)
Read: Chapter 3
Watch: 12 Angry Men (96 min) as part of the asynchronous learning module
Participate: Watch this week's brief asynchronous learning module posted to Canvas; no Zoom class
Complete: Submit assignment for this week's asynchronous learning module

Week 6 (February 28 – March 6)
MACRO PRACTICE: NEIGHBORHOODS & COMMUNITIES (Competencies 2, 6, 7, and 8)
Read: Chapter 8
Watch: The Interrupters (1 hr. 52 min)
Participate: Attend Zoom virtual classroom session on Monday, March 1st from 3pm – 5pm
Complete:
- Come prepared to share your question pertaining to the reading and doc for this week
- Submit MCP Part II: Organizational Assessment Paper by Sunday, February 28th

Week 7 (March 7 – March 13)
GENERALIST PRACTICE WITH ORGANIZATIONS; GROUP SKILLS (Competencies 1 and 2)
Read: Chapter 4
Participate: Watch this week's brief asynchronous learning module posted to Canvas; no Zoom class
Attend: A virtual community meeting as part of the asynchronous learning module
Complete: Submit assignment for this week's asynchronous learning module

Week 8 (March 14 – March 20)
ORGANIZATIONAL CHANGE & MACRO PRACTICE IN COMMUNITIES (Competencies 1, 4-9)
Read: Chapters 6 and 9

Participate: Attend Zoom virtual classroom session on Monday, March 15th from 3pm – 5pm
Complete: Come prepared to share your question pertaining to the reading for this week

(March 21 – March 27)

SPRING BREAK – ENJOY!

Week 9 (March 28 – April 3)
AGENCY RESOURCES (Competencies 1 and 4)
Read: Chapter 14
Participate: Watch this week's brief asynchronous learning module posted to Canvas; no Zoom class
Complete: Submit assignment for this week's asynchronous learning module

Week 10 (April 4 – April 10)
IMPLEMENTING CHANGE AND EVALUATION (Competencies 8 and 9)
Read: Chapters 7 and 10
Participate: Attend Zoom virtual classroom session on Monday, April 5th from 3pm – 5pm
Complete: Come prepared to share your question pertaining to the reading for this week

Week 11 (April 11 – April 17)
ETHICS (Competency 1)
Read: Chapter 12
Participate: Watch this week's brief asynchronous learning module posted to Canvas; no Zoom class
Complete:
- Submit MCP Part III: Identification of a Population for Advocacy and Social Action Paper due in Canvas by Sunday, April 11th
- Submit assignment for this week's asynchronous learning module

Week 12 (April 18 – April 24)
Read: No readings
Watch: Awake, A Dream from Standing Rock Documentary (1 hr. 30 min)
Participate: Attend Zoom virtual classroom session on Monday, April 19th from 3pm – 5pm
Complete: Come prepared to share your question pertaining to the documentary

Week 13 (April 25 – May 1)
SUPERVISION
Read: Chapter 13
Participate: Watch brief lecture about supervision
Complete: No assignments

Week 14 (May 2 – May 8)
STUDENT DISCUSSIONS (Competency 1)
Read: No readings
Participate: Attend Zoom virtual classroom session on Monday, May 3 from *3pm – 5:50pm*

Week 15 (May 9 – May 15)
Read: No readings
Complete:
- MCP Part IV: Proposal Paper due in Canvas by Sunday, May 9th
- Submit any remaining asynchronous learning module papers by Saturday, May 15th

HAPPY SUMMER BREAK!

Participation and Attendance 40%
Ongoing.
You are expected to engage in the live and on demand learning activities fully prepared, engaged, and participatory. Readings and assignments are to be completed on time. The practice of professionalism in the virtual classroom provides a foundation for future social work practice. See below for the specific components of participation and attendance:

- **Attendance (10% Competency 1)**
- **Bi-weekly Questions (10% Competencies 1-9)**
To facilitate active involvement in Zoom every other week, you will write a question related to the textbook readings and assigned documentaries that we'll use to launch discussions. Some weeks there is a documentary paired with a chapter and other weeks you'll read two chapters. Do you best to construct one question related to all readings/docs, however, if you are unable to make a connection, you may write your question about one chapter or the documentary.

The questions should be written with an eye toward stimulating conversations and to encourage your peers to critically consider the issues addressed. It's also a way for me to gauge if there are any concepts that need more focus. You do not need to submit these questions beforehand, but be sure to be prepared to share your question in class; as such, you may want to have your question typed up in a Word doc so that you can share your screen.
Some possible topics include:

  - A concept in the book that you found particularly interesting
  - A concept that you want to discuss to gain a better understanding
  - Strengths/weakness/limitations of the reading
  - A topic area that you think would stimulate an interesting conversation
  - A contemporary issue related to the textbook reading

To provide context for your question, you'll write 3 to 4 sentences prior to posing your question.

- **Asynchronous Learning Modules (20% Competencies 1-9)**
The learning modules will provide you with opportunities to connect textbook readings, lectures, and discussions with experiential, macro-level investigation and practice.

Every other week this course will have an asynchronous component. First, you'll complete the readings for week, then you'll watch the mini-lecture I post related to the reading. Within the recorded module you'll find specific instructions for the assignment for the week. Here is a rough outline of topics and assignments you'll be expected to complete:
  - Week 3: chapter 2. I will have some learning materials and exercises related to time management.
  - Week 5: chapter 3. Watch the film 12 Angry Men and write a reflection paper relating the film to concepts from chapter 3.
  - Week 7: chapter 4. You will virtually attend a community meeting and write a community process recording incorporating concepts from chapter 4.
  - Week 9: chapter 11 (pp. 446-450) and 14. You'll identify an issue you're passionate about and either write a letter to an elected official or develop a plan to take social action.

- Week 11: chapter 12. I'll provide a case study with questions for you to respond to related to ethics in organizations.
- Week 13. No learning module.

These assignments can be completed at any time during the semester. If you want to keep on track with assignments, I recommend that you complete them the week they are assigned.

MACRO CHANGE PROPOSAL (MCP) PROEJCT (60% Competencies 6-9)
The purpose of this assignment is to link the concepts in the textbook and class discussions with your own ideas for change at the macro level. The project will be completed in stages throughout the semester culminating in a final proposal for change and the opportunity for you to share your ideas with peers during a student discussion.

You'll work collaboratively in pairs to complete this project; you'll note that the project can be broken up so that individuals can work independently. For instance, you may want to consider having one person write Paper II and the other write Paper III. You would then come together to write Paper IV.

See below for specific components of the MCP Project:

Macro Change Proposal: Part I (5% Competency 7)
Due February 7th
Complete the Social Service Agency Questionnaire linked in Canvas. Completing this assignment is the first step in identifying the organization you will assess and your population for advocacy.

Macro Change Proposal: Part II Organizational Assessment (15% Competencies 6 and 7)
Due February 28th
For this paper, you will analyze an organization selected in the first assignment. Papers should address the following areas:
1) Using information from the "Defining the Nature of Organizations" section of chapter 5 identify and examine:
    a. The background/history of agency including its location.
    b. Identify the organization's mission statement.
        i. Do you notice any goal displacement?
    c. Identify the organizational culture and work climate.
        i. Are you able to describe the lines of authority?
    d. From "Comparing Methods of Management" and Comparing Specific Management Approaches," identify the program structure and management style.
2) Identify and assess the organization's programs and services…are they meeting client needs?
3) Assess the organization's personnel policies, procedures, and practice. Do they support its mission?
4) Using the "Defining Organizations" section from chapter 5, identify the terminology which best describes your chosen organization.
5) From the "Theoretical Approaches" section from chapter 5, explore and define the theoretical framework of your chosen organization.

Please use headings. Papers will be a minimum of 3 full pages (excluding the title and references page) and should be written using APA style. You should provide a reference page with the textbook as your one reference.

The paper should be constructed using **concepts from Chapter 5** of the textbook; be sure to explicitly link concepts from the textbook and class discussions as you write about the areas listed above.

Macro Change Proposal: Part III Identification of a Population for Advocacy and Social Action (15% Competency 7)

Due April 11th

Identify & describe the population **served by the agency you assessed in Part II.** Review at least three (3) academic resources (peer-reviewed journal articles, book chapters, etc.), stating empirical and verifiable factors contributing to understanding the population served by that agency. Reliable websites may be additional resources but cannot substitute for academic sources.

1) Provide an overview of the population served by the agency you assessed in Part II.
2) Describe any issues, challenges, or resiliency amongst this community.
3) Use information from "Risk Factors for Social, Economic, and Environmental Injustice" found in chapter 11.
4) Using Information from "Community Factors Affecting Human Rights…" in chapter 8, examine and describe any factors affecting your chosen population.
5) Using Information from "Advocacy, Social Action, and Empowerment Activities" in Chapter 11:
   a. Define advocacy and, using a real or hypothetical example, apply it to the agency's target population.
   b. Define social action, using a real of hypothetical example, and apply it to the agency's target population.
   c. Define empowerment and, using a real or hypothetical example, apply it to the agency's target population.
6) Summarize your findings in a 3 page minimum paper (exclusive of title page and reference pages).
7) Items 1-6 should have clear and separate headings within the paper. Be sure to also include an introductory paragraph and a conclusion.

The three academic sources you use for this paper can be woven throughout the paper, or you can describe them once you've finished writing sections 1 through 5 listed above.

Please use headings. Papers will be a minimum of 3 full pages and should be written using APA style This paper should be constructed using concepts from Chapters 8 and 11 of the textbook along with your outside sources; be sure to explicitly link concepts from the textbook and class discussions as you write about the areas listed above.

Macro Change Proposal: Part IV (20% Competency 8 and 9)

Due May 9th

Develop a proposal (real or hypothetical) for planned change that would improve the quality of life for the population served by the agency you selected for the organization assessment (MCP: Part II) and population for advocacy paper (MCP: Part III). You should focus your proposed intervention on the client population that the agency serves locally, or on larger populations such as all members of this population in the region, state or nation. The scope of your proposal can be as broad or narrow as you prefer as long as it is targeted toward a population, as compared to a small group or individual client.

1) **PREPARE (Chapter 6 and / or Chapter 9 - "Beginning the Change Process" section)**

   Step 1: Identify & define the **problem** to address: What is the problem and what is the need? (Build on the information you provided for Part II)
   Step 2: **Reality:** Evaluate macro variables working for or against the change process: at least two of each. What are the limitations of existing resources?
   Step 3: **Establish** primary goals
   Step 4: Identify relevant **people** of influence
   Step 5: **Assess** potential costs and benefits to clients
   Step 6: Determine professional and personal **risk**

Step 7: **Evaluate** & identify at least two possible macro approaches to use, estimate their effectiveness, and select the most appropriate one: justify your selection.

2) **IMAGINE (Chapter 7 and / or Chapter 9 – "Intervene and Evaluate Change in a Community" section)**

Step 1: Develop an **innovative** idea
Step 2: **Muster** support and formulate an action plan that addresses the macro client system, change agent system, target system, and action system
Step 3: Identify **assets** (if funding is needed, identify the sources, including potential grantors)
Step 4: Specify **goals,** objectives, and action steps to attain them (this Step may take up to two pages!)

3) **EVALUATE (Chapter 10)**

Step 1: Identify the model of evaluation and the rationale for your choice
Step 2: Specify your evaluation approach(es) and the rationale for your choice
Step 3: Briefly describe the stages and steps of evaluation
Step 4: Describe ho you will maintain ethical standards in the evaluation process

Please use headings. Papers will be a minimum of 6 full pages and should be written using APA style This paper should be constructed using concepts from Chapters 6, 7, 9, and 10 of the textbook; be sure to explicitly link concepts from the textbook and class discussions as you write about the areas listed above.

MCP Discussion: Part V (5% Competency 1)
Monday, May 3rd

Components and expectations of the discussion:
1) 10 minutes in length; 5 minutes for comments and questions from peers.
2) Include an overview of the three major parts of the project – Organizational Assessment, Population for Advocacy, and the Proposal for Change (Paper IV). The most time should be spent on the proposal for change.
3) While not required I would recommend that you put together a brief PowerPoint (5 slides max) to facilitate the discussion.

See rubric in Canvas.

Guidelines for Writing Assignments
♦ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html
♦ If you are referencing someone else's work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.
♦ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html
♦ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.

- It's always a good idea to use headings in your papers so that your reader can follow the points you are making.
- Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- **The UWSP Writing Center** can provide support: https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx
- I'm happy to provide support around APA style and writing format.

Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.