

SOCIAL WORK 362: section 1 – SOCIAL WORK METHODS

Community Organization and Social Service Administration

3 credits

Fall 2018

Wednesday, 6:00 PM to 8:30 PM

Room 205 Collins Classroom Center (CCC)

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Final Exam: Thursday, December 20, 2018, 7:15 PM to 9:15 PM, CCC 205

Course Pre-Requisites: Sociology 261

Required Text: Kirst-Ashman, K. & Hull G.K. (2012) Generalist practice with organizations and communities. 6th edition. Chicago:Nelson-Hall, Inc.

Web Site: NASW Code of Ethics
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Community (including Student) Rights & Responsibilities Website:

https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf

I. Course Description

This course is designed to provide knowledge and develop skills for generalist social work practice with groups, communities and organizations. Principles of generalist social work practice in macro-systems including planning, action, and advocacy; social service administrative concerns including relationships between organizations, and issues within the organization including supervision, consultation, research, and continuing education.

II. CSWE Core Competencies & Practice Behaviors Taught in this Course

The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competence and behaviors we will address as a class are in the table below. The table below does NOT contain all CWSW practice behaviors, only those applicable to our coursework.

Competencies Addressed	Practice Behaviors Addressed	Content Area(s)
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none">• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;• demonstrate professional demeanor in behavior; appearance;	Weeks: 1, 2, 11 ESC* 1, 2 & 5

	<p>and oral, written, and electronic communication; and</p> <ul style="list-style-type: none"> • use technology ethically and appropriately to facilitate practice outcomes. 	
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>Weeks 2, 3, 5, 6, 10, 11</p> <p>ESC 1 & 2</p>
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice. 	<p>Weeks 3, 4, 7, 8, 10</p> <p>ESC 1</p>
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery. 	<p>Weeks 4, 9</p> <p>ESC 1, 2, 3, 4</p>
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; <ul style="list-style-type: none"> • assess how social welfare and economic policies impact the delivery of and access to social services; and • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	<p>Week 10</p>
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<p>Weeks 1, 2, 7</p>
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	<p>Weeks 5, 6, 7, 8, 9</p> <p>ESC 1, 2,3,4,5</p>
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other 	<p>Weeks 5, 6, 7, 8, 10</p> <p>ESC 2, 3, 4</p>

	<p>multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <ul style="list-style-type: none"> • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; 	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels 	Weeks 6, 8, 9 ESC 3, 4
* Experiencing Social Change Project is ESC and the five parts of the project are numbered. For example, ESC1 is Experiencing Social Change Part 1.		
Source: Council on Social Work Education https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx		

III. Course Content

Class Format:

The course format will include lecture, videos, small group work and presentations. This class will also have a “laboratory” learning style. Students will work in small groups to assess and critically analyze presented information. Students will be required to apply existing knowledge, integrate new concepts and challenge yourself to critically think.

Course Requirements:

- | | | |
|----|---|------------|
| 1. | Attendance and participation | 150 points |
| 2. | Experiencing Social Change: Part I | 20 points |
| 3. | Experiencing Social Change: Part II | 20 points |
| 4. | Experiencing Social Change: Part III | 20 points |
| 5. | Experiencing Social Change: Part IV | 20 points |
| 6. | Experiencing Social Change Presentation | 120 points |
| 7. | Final Exam | 150 points |

Attendance & Participation:

Students are required to attend every class. Attendance is taken at the beginning of class and each class is worth 10 points. The instructor believes “showing up” for our clients is a critical piece of ethical, professional social work, therefore, attending class every week to “show up” for your learning, and your fellow students’ learning is just as critical. If students are unable to attend class, students must discuss this with the instructor PRIOR to class.

Student participation will be graded on quality, not just quantity. Different students have different learning styles. Participation is more than asking a question or making a comment before the entire class; participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

Course Assignments:

There are four graded assignments (Experiencing Social Change Parts I through IV) and a presentation (Social Change Presentation) to be completed prior to the final exam. Each assignment is a portion of the final presentation, Experiencing Social Change. The purpose of the assignments and final presentation is to think critically, analyze and apply learning and experiences. All written assignments must be submitted via Dropbox.

Final Exam

There will also be a final take home exam. It will be disseminated on the final night of class and due during the final exam period. It will be short answer and essay in format. **It is due by 11:59 PM on December 20, 2018.**

Grading Scale:

A	=	94-100	470-500 points	significantly above requirements
A-	=	91-93	455-469 points	
B+	=	88-90	440-454 points	
B	=	84-87	420-439 points	above basic requirements
B-	=	81-83	405-419 points	
C+	=	78-80	390-404 points	
C	=	74-77	370-389 points	meets basic requirements
C-	=	71-73	355-369 points	
D+	=	68-70	340-354 points	
D	=	60-67	300-339 points	below requirements
F	=	59 and below	below 299 points	No credit

Course Assignments:

- Work will be graded on the depth of the content, consideration of social work principles, **development of ideas**, spelling and grammar.
- Professional language will be used.
- All references must appear in a reference list at the end of the paper. APA style must be used to cite within paper.
- Assignments are due on time.

Confidentiality:

We will respect the stories, concerns, comments and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom.

Ground Rules for Class Participation:

We will foster a learning atmosphere where each person is valued and is safe to communicate freely. We will communicate in a constructive and thoughtful manner which is free of harassment and threat. We will commit to work through conflicts should any occur, without blame or intimidation. We will set additional rules and expectations as a class.

IV. Course Policies

Support for Students Requiring ADA Accommodations

UWSP and this instructor support a student's need to request academic accommodations due to disabilities. Please inform me during the first week of semester of any special accommodations a student believes will be needed for meeting class expectations. A copy of the Accommodation Request Form from the Disability and Assistive Technology Center must be given to the instructor within the first two week of the semester so that

any needed accommodations can be made. Accommodations will not be made without a completed Accommodation Request Form. Additional information can be gathered from the Center:

<https://www.uwsp.edu/disability/Pages/faculty/accomodations.aspx>

Attendance Policy

Again, this course is professional training for which the student has committed the student to attend. Students are expected to attend all days the class is scheduled to meet. All students will create a name tag to assist the instructor with learning names. The instructor will also take attendance at the beginning of each class.

Excused absences are limited to documentable illnesses, personal or family emergency, or religious observation during class hours.

For any absence, a student is required to:

- Notify the instructor PRIOR to class. If this is impossible, a student must email the instructor as soon as possible to explain what happened.
- Read all readings and review the PowerPoint for the class that was missed.
- Students must take initiative to ask questions needed to understand class content for the missed class.

FOR ANY EXCUSED ABSENCE AFTER THE FIRST, students must write a 1-2 page, double spaced, critical thinking reaction to part or all of the readings assigned for the missed class.

For any unexcused absence, a student will not receive attendance points (10 points) for the missed class.

Assignment Policy for Late Papers and Incompletes:

Students are expected to complete course work by the date and time that it is due. Late assignments will be docked 2 points for each day past due. The instructor will be checking the Dropbox to determine that you submitted your work by the required due date. Students are responsible to contact the instructor to negotiate an alternate date. The instructor will determine if an alternate due date is appropriate.

An incomplete may be given only when the student has been in full attendance, has demonstrated satisfactory work (C level work or better), and can furnish evidence to the instructor the work cannot be completed due to illness or other reasonable circumstances beyond the student's control.

Plagiarism:

It is a requirement that all work *not* original will be properly referenced. Students MUST CITE ANY AND ALL work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Confidentiality:

We will respect the stories, concerns, comments and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom. Our classroom is a safe place for learning, inquiring, and expression.

V. Course Schedule

Week	Date	Topic	DUE DATES
1	09/06/2018	Introduction & Generalist Model of Social Change	
2	09/13/2018	Micro skills with organizations & communities	
3	09/20/2018	Group skills for organizational & community change	
4	09/27/2018	Understanding organizations	Part I: 09/28 @ 11:59 PM
5	10/04/2018	Decision making for organizational change	
6	10/11/2018	Implementing macro interventions: policy, project, program	
7	10/18/2018	Understanding neighborhoods and communities	Part II: 10/19 @ 11:59 PM
8	10/25/2018	Macro practice in communities	
9	11/01/2018	Evaluating macro practice	Part III: 11/02 @ 11:59 PM
10	11/08/2018	Advocacy and social actions with at-risk populations	Part IV: 11/09 @ 11:59 PM
11	11/15/2018	Ethics and ethical dilemmas in macro practice Using supervision, self-care and self-compassion	
No class on 11/22/2018 due to Thanksgiving Holiday			
12	11/29/2018	Experiencing Social Change Presentations	11 presentations
13	12/06/2018	Experiencing Social Change Presentations	10 presentations
14	12/13/2018	Experiencing Social Change Presentations	10 presentations
Exam	12/20/2018	Final exam DUE by 11:59 PM on 12/20/18!!	

VI. Course Outline

Week 1 09/06/2018	<p><u>We will explore:</u> Introduction to the course Review syllabus & review class expectations NASW Code of Ethics Review Generalist Model of Social Change & Roles in Change Process</p>
Week 2 09/13/2018	<p><u>We will explore:</u> Review Generalist Model for Change Review basic micro communication skills Interview and communicate effectively in macro contexts Conveying warmth, empathy, and genuineness Understanding privilege, bias and power</p> <p><u>Readings:</u> Chapters 1 and 2 in the textbook Complete an implicit bias test at the Harvard Implicit Bias research site https://implicit.harvard.edu/implicit/</p> <p>We will also utilize class time to work on Experiencing Social Change Part I</p>
Week 3 09/20/2018	<p><u>We will explore:</u> Leadership skills to improve service delivery Networking to analyze, formulate, and advocate for policies/practices Conflict management Critical thinking skills for conflict resolution</p> <p><u>Readings:</u> Chapter 3 in the textbook</p>

	<p>Senge, P., Hamilton, H., & Kania, J. (2015). <i>The Dawn of System Leadership</i>. <i>Stanford Social Innovation Review</i>, Winter. https://ssir.org/articles/entry/the_dawn_of_system_leadership</p>
<p>Week 4 09/27/2018</p>	<p><u>We will explore:</u> Defining organizations, social services, and social agencies Macro context of organizations Conceptual frameworks and organizational theories to guide practice Organizations from a systems perspective <u>Readings</u> Chapter 4 in the textbook</p> <p>Experiencing Social Change is due on FRIDAY, September 28, 2018 by 11:59 PM</p>
<p>Week 5 10/04/2018</p>	<p><u>We will explore:</u> Problem identification in organizational change Reviewing personal and professional reality in the change process Goals & Resources or change Costs and benefits to change- micro, mezzo, and macro</p> <p><u>Readings:</u> Chapter 5 in the textbook</p>
<p>Week 6 10/11/2018</p>	<p><u>We will explore:</u> Systems to visualize change: Macro client, Change Agent, Target & Action Systems Process for initiating and implementing macro level change Goals, objectives and action Steps PERT Charts</p> <p><u>Readings:</u> Chapter 6 in the textbook</p>
<p>Week 7 10/18/2018</p>	<p><u>We will explore:</u> Conceptual frameworks to understand communities and neighborhoods Systems perspective to view community as ecological & social systems Concepts to assess change in neighborhoods and communities Social stratification, socio-economic systems and their impact on human rights</p> <p><u>Readings:</u> Chapter 7 in the textbook</p> <p>Experiencing Social Change Part II due FRIDAY, October 10, 2018 by 11:59 PM</p>
<p>Week 8 10/25/2018</p>	<p><u>We will explore:</u> Conceptual frameworks and strategies to empower communities Assessing potential for community change SWOT analysis Logic Model Asset mapping Intervene and evaluate change in a community</p> <p><u>Readings:</u> Chapter 8 in the textbook</p>

	<p>Review the W.K. Kellogg Foundation’s Logic Model guide for additional help: https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</p> <p>We will spend class time working on the SWOT & Logic Model (Experiencing Social Change Part III) which is due November 2, 2018 by 11:59 PM.</p>
<p>Week 9 11/01/2018</p>	<p><u>We will explore:</u> Review key concepts in evaluation Problems and barriers in program evaluation Different models of evaluation Evaluation approaches Stages and steps in evaluation</p> <p><u>Readings:</u> Chapter 9 in the textbook</p> <p>Review the W.K. Kellogg Foundation’s Evaluation guide for additional help: https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook</p> <p>Fruchterman, J. (2015). <i>Using Data for Action and For Input</i>. <i>Standard Social Innovation Review</i>, Summer. https://ssir.org/articles/entry/using_data_for_action_and_for_impact</p> <p>We will spend class time working on Experiencing Social Change Part IV which is due November 9, 2018 by 11:59 PM.</p>
<p>Week 10 11/08/2018</p>	<p><u>We will explore:</u> Utilize key concepts in macro practice Risk factors for social and economic injustice Advocacy Conceptual models of social action Legislative advocacy</p> <p>Video: America After Charleston (PBS)</p> <p><u>Readings:</u> Chapter 10 in the textbook</p> <p>Kaplan, S. (2015, June 6). For Charleston’s Emanuel AME Church, Shooting is Another Painful Chapter in a Long History. <i>The Washington Post</i>. Retrieved from https://www.washingtonpost.com/news/morning-mix/wp/2015/06/18/for-charlestons-emanuel-a-m-e-church-one-of-the-oldest-in-america-shooting-is-another-painful-chapter-in-long-history/?utm_term=.47e04841bf66</p>
<p>Week 11 11/15/2018</p>	<p><u>We will explore:</u> NASW Code of Ethics Ethical reasoning and decision-making Ethical dilemmas in macro contexts</p>

	<p>Burnout, self-care, and self-compassion</p> <p><u>Readings:</u> Chapters 11 & 14 in the textbook</p> <p>Read the NASW Code of Ethics http://socialworkers.org/pubs/code/code.asp</p> <p>Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. <i>Social and Personality Compass</i>, 5, 1-12. http://self-compassion.org/wp-content/uploads/2015/12/SC.SE_Well-being.pdf</p>
Weeks 12 11/29/2018 Week 13 12/06/2018 Week 14 12/13/2018	<p>Experiencing Social Change Presentations during Weeks 12, 14, and 14.</p> <p>Final exam will be distributed by 12/13/2018</p>
Final Exam 12/20/2018	FINAL EXAM

VII. Experiencing Social Change: Applying Social Change Learning to the Community

The purpose of this five-part project is for you to *apply the models and concepts from class to design* a change project in the world around you. You will take the time to look and listen for the needs in your community, work or field. You will then apply the tools and techniques learned in the classroom so that you can engage and apply the change process. Upon completion of the four sections of work, you will present your completed learning project to our classroom. The four parts of the Experiencing Social Change project also mimic grant application components.

*You MAY NOT use a project/program created for a previous class** You MAY NOT use the support group you created for Dr. Amy Zlimen's course** THIS MUST BE NEW and ORIGINAL WORK!!

Part I: Project Narrative: Due by midnight on September 28, 2018 by 11:59 PM.

Create a change project occurring in your community, work or field. Please create a project which has a goal to improve the lives of vulnerable populations. Examples of such projects would be: developing programming to support juveniles with AODA needs, creating a peer mentoring program for at-risk youth in schools, developing a support group for adult caregivers, a peer mentoring program for veterans with PTSD, recruiting adult foster parents for adults with developmental disabilities, creating a program to support expelled students, creating a personal needs hygiene pantry for those who are homeless. As long as the proposal is to improve lives, you may use it. We will have time in class on to discuss and define your project, if needed.

Once your change project is selected, please write a 3-4 page paper answering the following questions. You may simply paste these questions into a new Word document and answer them.

1. What is the change project/program's name?
2. What is the project/program? How will it operate? What will it do? Who is involved? This should take about one to two pages to fully describe the project.
3. What is the purpose of the project?

4. How does this project/program support the mission of social work as stated in the preamble of the NASW Code of Ethics?

Grading rubric:

1. Quality of writing: 3 points
2. Change project/program's name: 2 points
3. Description of project/program? 5 points
4. What is the purpose of the project? 5 points
5. How does this project/program support the mission of social work as stated in the preamble of the NASW Code of Ethics? 5 points

Part II: Statement of Need & Proposed Approach: Due on FRIDAY, October 10, 2018 by 11:59 PM.

Write a 3-4 page paper regarding the change project/program's plan for assessment, planning and implementation. You may simply paste these questions into a new Word document and answer them. Chapter 6 of your textbook provides additional information related to this portion of the project/program. Utilize the process for implementing macro-system change (page 215 of your text), and detail the following steps of the model (as it pertains to your project/program):

1. Identify the nature and scope of the problem or need you propose to address. (How do you know there is a need? Or How did you assess the community/agency to determine a need?)
2. Identify the assets you will need for your project/program: Time? Skills? Staffing? Financial Resources? Describe the assets you will need and how you will gather the assets for implementation.
3. Describe your implementation plan. Include one PERT chart.
4. Identify and describe two possible sources of opposition for your project/program.

Grading rubric

1. Quality of writing: 3 points
2. Nature/Scope of problem/need: 5 points
3. Assets for project/program: 5 points
4. Implementation plan: 5 points
5. Sources of opposition: 2 points

Part III: SWOT & Logic Model: Due on November 2, 2017 by 11:59 PM

Create a SWOT analysis of your project. Have 4-7 ideas in each category.

Using the Logic Model, apply your social change project to the model and create a document which applies the logic model to your change project. Have 4-7 ideas in each section of the model. The logic model, along with a sample, will be posted on D2L. We will work on the Logic Model & SWOT, in class on October 25, 2018.

IF you want to work ahead:

<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Go to the bottom left of the webpage and look for the heading "W.K. Kellogg Foundation Logic Model Development Guide."

Grading Rubric

SWOT: 10 points

Logic Model: 10 points

Part IV: Data Collection & Performance Measurement: Due November 9, 2018 by 11:59 PM

Complete the goals, objectives and performance measures grid for your project. You need to have two goals, and two objectives for each goal. The grid will be posted on D2L. In a one-page paper, describe how one of your performance measures will inform change in your project/program. We will also work on this in class on November 2, 2018.

Here is an example:

Drug Court goal: **LOGIC MODEL**

To safely rehabilitate high risk/high need people in the criminal justice system whose criminal activity it directly connected to their severe AODA issues.

Objective:

To rehabilitate people's criminal thinking with evidence based cognitive behavioral therapy groups.

Activities: **LOGIC MODEL**

Moral Reconciliation Therapy (MRT) criminal thinking group

Texas Christian University (TCU) -Criminal Thinking Scale

Measures of Impact/Outcomes: **LOGIC MODEL**

Decrease in criminal thinking based on repeated administration of TCU- Criminal Thinking Scale

Decrease use of sanctions

Increase use of incentives

Maintenance of 4 to 1 incentive to sanction ratio

For the paper, take ONE of the measures of impact/outcomes and discuss what the data would mean (so what?) and what you would do with the data (now what?).

For example, select the decrease in criminal thinking based on repeated administration of the TCU- Criminal Thinking Scale.

If I collect data from my cohorts, and the cohort is, over time, showing a decrease in criminal thinking, the data could suggest the evidence based curriculum selected (MRT) is having the intended effect. The data could also be measuring an unintended effect, such as if the people using the scale have had previous exposure to MRT or another curriculum. One should re-evaluate the group and have a post-group interview to learn whether or not people had previous MRT exposure.

If I collect data from my cohorts, and the cohort over time is not showing a decrease in criminal thinking, I would be concerned. I would first observe groups to make sure the co-facilitators are adhering to the curriculum. I would also work with the facilitators to make sure they were feeling empowered and had the skills to facilitate the group. I would speak with the Drug Court participants and ask about the quality of the group, and adherence to the curriculum and work book. I would then look at the cohort -- was there something different about this cohort from other cohorts? Are literacy skills, language barriers, or other cognitive barriers

posing challenges to people? Is the cohort full of employed people who may have a hard time completing the homework in a meaningful way (as is required by the curriculum).

Grading Rubric:

Goal 1: 7 points

Goal 2: 7 points

Paper on performance measures: 6 points

Presentation: November 30, December 6, and December 13, 2018

Length of Presentation: **15 minutes**

Presentation Style: PowerPoint or other media

1. What **is** your project? (Part I of the Experiencing Social Change) Brief synopsis of what the project is.
 - a. What is the title?
 - b. What is the purpose of the project?
 - c. What is the need/problem your project/program will address?
2. Review the implementation of your project/program (Part II of the Experiencing Social Change)
 - a. What are the assets? Possible sources of opposition? Timeline for implementation?
3. Review the inputs, projects, outputs and outcomes (Part III of the Experiencing Social Change)
 - a. Essentially, present your Logic Model and explain the content in each area of the model
Please DO NOT copy your Logic Model into the presentation, it is difficult for the audience to see, read, and follow. Pick out the “highlights” of each section and present it to the audience.
4. Review the Evaluation of your Project (Part IV of the Experiencing Social Change)
 - a. How will you evaluate your project? How will you know if it is a success?
 - b. Please DO NOT copy the goals/objectives/performance measures into the presentation. Pick out several key objectives and performance measures to support your goal.
5. Closing
 - a. What is important about your project? What does it do to better lives, communities and the overall human condition? How do the NASW code of ethics and core values support your project?

Grading Rubric

1. Part 1: 15 points -comprehensive?
2. Part 2: 15 points -understandable?
3. Part 2: 15 points -well thought out?
4. Part 3: 15 points -good flow of information?
5. Part 4: 15 points
6. Part 5: 15 points
7. Overall ability to communicate verbally: 25 points
8. Visual presentation of project/program: 25 points
9. Ability to engage audience: 10 points