

**Social Work 362 - Social Work Methods:
Community Organization and Social Service Administration**
Fall 2020

Learning in Canvas, ongoing
SEC 1: Learning via Zoom: Wednesdays, 11AM – 11:50AM
SEC 2: Learning via Zoom: Wednesdays, 12PM – 12:50 PM

Instructor: Margaret Kubek (she, her, hers), MSW, MS

Individual Time for Students: Virtual on Zoom, Thursday 10am – noon or by appointment

Phone: 920-309-3281 (personal cell number)

Email: my preference is through the Canvas platform but mkubek@uwsp.edu also works



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 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 and mini-lectures will be posted to Canvas.

Course Format

This course will be a blend of live, coordinated meetings (synchronous on Wednesday at 11AM) and asynchronous (on demand lectures and materials posted to Canvas). The course format will include, small and large group work, lectures, multi-media, and presentations. This class will also have a “laboratory” learning style. You will work in small groups to assess and critically analyze presented information. You will be required to apply existing knowledge, integrate new concepts, and challenge yourself to critically think. *There will be dedicated time during our Zoom meetings for you to work on your macro change proposal project.*

In lieu of the in person classes we were schedule to have on Mondays, at the beginning of each week, I will post a lecture in Canvas Modules with course concepts and multi-media materials.

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, you'll navigate to the Canvas page, select our course, then scroll down to Zoom. You'll then select the appropriate date.

Course Objectives

Students who successfully complete this course will be able to:

1. Identify and discuss ethical behavior, challenges, and opportunities in macro social work practice.
2. Describe generalist social work practice as it relates to macro work with organizations and communities.
3. Incorporate knowledge obtained from other courses to evaluate, synthesize, and apply macro social work practice.
4. Analyze the social advocacy change process at the macro level.
5. Effectively articulate the importance of social advocacy affecting positive change on behalf of diverse populations.
6. Assess organizations to promote change in vulnerable populations.
7. Assess social problems and propose appropriate strategies in organizations and communities.

Course Requirements

1. Professionalism	30 points
2. Weekly quizzes (10 points each)	120 points
2. Documentary One Pager (3 total @ 20 pts each)	60 points
4. Macro Change Proposal: Part I	10 points
5. Macro Change Proposal: Part II	40 points
6. Macro Change Proposal: Part III	40 points
7. Macro Change Proposal: Part IV	40 points
7. Macro Change Proposal Presentation	<u>60 points</u>
TOTAL	400 points

Grading Scale

	<u>Percent</u>
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

Zoom Attendance Expectations

- ◆ Students are expected to **attend Zoom class sessions on Wednesday mornings and read all chapters prior to class.**
- ◆ Our Wednesday meeting will be highly interactive. I may lecture for about 5-10 minutes at the beginning of the session, but it will be predominantly discussion based. This will be a space for us to discuss macro social work and work on the final project. As such, please do your best to attend our Zoom class.
- ◆ But...times are challenging and uncertain due to COVID; if you are unable to attend a Zoom session, I will provide an alternate assignment for you to complete along with the expectation that you will watch the recorded Zoom session. I will not deduct points from your final grade if you are unable to attend a Zoom session.

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 on Wednesday mornings to discuss concepts, case studies, and ethical dilemmas in small groups. The time that you are not in the virtual classroom should be spent engaging with the lecture I post in Canvas, reading, and completing assignments. Compared to a traditional classroom experience, a blended live and on demand class requires greater self-motivation and discipline.

Late papers

Students 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. Late assignments can be turned in for partial credit. No assignments will be accepted if they are turned in more than two weeks past the due date.

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 via text message, you may send me an email or text to set that up. However, if your question is related to a more general matter, consider asking it in one of the pinned discussions on Canvas (one for assignments, one for clarification of concepts / ideas); you are encouraged to answer each other's questions as this will benefit everyone.

My goal is to provide feedback for the shorter papers and assignments within 72 hours of the due date. It may take me a little longer to provide feedback for the informed consent, case study, and pamphlet.

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

What is "Individual Time for Students?"

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 10am to noon, but I can meet at other times as well.

Questions About Concepts or Assignments

In Canvas, you will notice two pinned discussions. One is for any questions about the concepts, topics, or ideas presented in the textbook or mini-lectures I post to the discussion board each week. If you do not understand a concept or would like more materials to deepen your understanding of a concept, please post your request. The other pinned discussion is for questions about assignments.

Please consider using these two discussion boards, as opposed to emailing me directly. Your classmates might benefit from your question and the answer I, or a classmate, provides.

Zoom Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in the weekly discussions in Zoom, 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 this 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 and human service professionals work 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 online discussions 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 disabilities”, undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

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>

*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator and/or law enforcement.

Special Needs

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

(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.)

MODULE 1: COURSE OVERVIEW AND ASSIGNMENTS

Week 1 (09/02 to 09/06) Syllabus and Course Overview

- **Read:** No reading assignments
- **Engage:** Attend Zoom virtual classroom session on Wednesday, September 2nd

- **Complete:** Information Sheet and submit to Canvas by Sunday, September 6th, link in Canvas Week 1 Module

MODULE 2: GENERALIST PRACTICE IN THE MACRO ENVIRONMENT (Competency 1)

Week 2 (09/07 to 09/13)

Read: Chapters 1 and 3 in textbook

Engage: Attend Zoom virtual classroom session on Wednesday, September 9th

Complete:

- Weekly quiz by Wednesday before class meets
- Form small groups for MCP (if you have chosen to work in a small group)
- Submit Macro-change Project (MCP) Part I: Human Services Agency Questionnaire by Sunday, September 13th or 20th

MODULE 3: GROUP SKILLS IN MACRO PRACTICE; ADVOCACY & SOCIAL CHANGE (Competencies 2, 3, and 5)

Week 3 (09/14 to 09/20)

Read: Chapters 4 and 11

Engage: Attend Zoom virtual classroom session on Wednesday, September 16th

Complete:

- Weekly quiz by Wednesday before class meets
- One Pager Overview of Documentary due in Canvas by Sunday, September 20th

MODULE 4: GENERALIST PRACTICE WITH ORGANIZATIONS (Competencies 6 and 7)

Week 4 (09/21 to 09/27)

Read: Chapter 5 in the textbook

Engage: Attend Zoom virtual classroom session on Wednesday, September 30th

Complete: Weekly quiz by Wednesday before class meets

Week 5 (09/28 to 10/04)

Read: Chapter 6

Engage: Attend Zoom virtual classroom session on Wednesday, October 21st

Complete:

- Weekly quiz by Wednesday before class meets
- One Pager Overview of Documentary in Canvas by Sunday, October 4th

Week 6 (10/05 to 10/11)

Read: Chapter 14 in textbook; The Importance of Agency Culture and Balanced Boundaries, The New Social Worker Magazine: <https://www.socialworker.com/feature-articles/practice/the-importance-of-agency-culture-and-balanced-boundaries/>

Engage: Attend Zoom virtual classroom session on Wednesday, October 7th

Complete:

- Weekly quiz by Wednesday before class meets
- Submit MCP Part II: Organizational Assessment Paper by October 11th

MODULE 5: ORGANIZATIONAL CHANGE (Competency 8)

Week 7 (10/12 to 10/18) No Zoom Class on October 14th

Read: Chapter 7 in the textbook

Engage: Work on MCP Project: Part III

Complete: Weekly quiz by Wednesday

MODULE 6: MACRO PRACTICE: NEIGHBORHOODS & COMMUNITIES (Competencies 2, 6, 7, and 8)

Week 8 (10/19 to 10/25)

Read: Chapters 8 and 9

Engage: Attend Zoom virtual classroom session on Wednesday, October 21st

Complete:

- Weekly quiz by Wednesday before class meets
- Submit MCP Part III: Identification of a Population for Advocacy and Social Action Paper due in Canvas by Sunday, October 25th

MODULE 7: PLANNING & EVALUATION (Competency 9)

Week 9 (10/26 to 11/01)

Read: Chapter 10 in textbook

Engage: Attend Zoom virtual classroom session on Wednesday, October 28th

Complete: Weekly quiz by Wednesday before class meets

MODULE 8: ETHICS (Competency 1)

Week 10 (11/02 to 11/08)

Read: Chapter 12 in textbook

Engage: Attend Zoom virtual classroom session on Wednesday, November 4th

Complete: Weekly quiz by Wednesday before class meets

Week 11 (11/09 to 11/15)

Read: No reading assignments

Engage: Attend Zoom virtual classroom session on Wednesday, November 11th

Complete:

- MCP Part IV: Proposal Paper due in Canvas by Sunday, November 15th

UNIT 9: WORK/LIFE BALANCE (Competency 1)

Week 12 (11/16 to 11/22)

Read: Chapters 2 and 13 in textbook

Engage: Attend Zoom virtual classroom session on Wednesday, November 18th

Complete:

- Weekly quiz by Wednesday before class meets
- One Pager Overview of Documentary due in Canvas by Sunday, November 22nd

UNIT 10: SOCIAL ACTION REDUX (Competency 3)

Week 13 (11/23 to 11/29)

Read: Review Chapter 11

Engage: Attend Zoom virtual classroom session on Wednesday, November 25th

Complete: Weekly quiz by Wednesday before class meets

UNIT 11: STUDENT PRESENTATIONS (Competency 1)

Week 14 (11/30 to 12/06)

Read: No reading assignments

Engage: Attend Zoom virtual classroom session on Wednesday, December 2nd

Complete: All final presentation materials due in Canvas by Tuesday, December 1st

Week 15 (12/07 to 12/13)

Read: No reading assignments

Engage: Attend Zoom virtual classroom session on Wednesday, December 9th

Complete: Peer evaluation of group process

HAPPY BREAK!

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](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I'm happy to provide support around APA style and writing format.

Professionalism (30 points, Competency 1)

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.

Please see the following statements above for specific guidance around professionalism:

- Course Expectations
- Late Papers / Missed Assignments / Incompletes
- Workload Expectations
- Zoom Civility and Respect for Diversity
- Confidentiality

Weekly Quizzes (12 total @ 10 points each = 120 points total)

Quizzes will consist of 10 multiple choice, T/F, and short answer questions. They are to be completed prior to class on Wednesdays.

Documentary One Pager (60 points = 3 total @ 20 points each = 60 points total, Competencies 2 and 3)

Suggested due dates in Canvas are Sunday, September 20th, October 4th, and November 11th

We can negotiate alternate due dates so please check with me before developing your own submission schedule.

The purpose of this assignment is to engage you with social movements in the United States. Over the course of the semester, you will choose to watch three documentaries provided in the Canvas shell. Once you've watched the movies you will complete a "One Pager" wherein you will articulate the main themes and your takeaways from the documentary.

The one pager should include the following:

- What did you learn from the documentary?
- What are the central themes?
- How do these themes relate to community organizing as outlined in the textbook?
- How does the social work profession fit within the narrative presented in the documentary? Should social workers be involved in the activism presented in each documentary? Explain why or why not. (Some of these documentaries are historical so please use your imagination to determine how the social work profession might engage with the issue.)

You will write one page in APA format; be sure to provide a reference list with the documentary listed. If you decide to reference concepts from the textbook (this is not required), be sure to reference the textbook, too. The purpose of this short writing assignment is to practice writing concisely. Everything you write down should be thoughtful and explicitly answer the questions above.

MACRO CHANGE PROPOSAL PROJECT

The purpose of this assignment is to link the concepts in the textbook with your own ideas for change at the macro level. The project will be completed in stages throughout the semester culminating in a final presentation.

*You may choose to complete this project individually or in a group of up to 3 people. There will be dedicated class time to complete this project.

Macro Change Proposal: Part I (10 points, Competency 7)

Due Sunday, September 13th or 20th in Canvas

You will complete the Human Service Agency Questionnaire linked in Canvas in Module 2. Completing this assignment is the first step in identifying the organization you will assess and your population for advocacy.

Macro Change Proposal: Part II (30 points, Competency 7)

Due Sunday, October 11th in Canvas

Individually or in a small group you will complete Part II: Organizational Assessment Paper for the Macro Change Proposal.

For this paper, you will analyze an organization selected in the first assignment. Papers should address the following areas:

- 1) The background/history of agency including its location
- 2) Identify the organization's mission statement
- 3) Identify the organizational culture and work climate
- 4) Identify and assess its assets/resources and funding
- 5) Identify and assess clients/population served by the organization
- 6) Identify and assess relationship with other organizations
- 7) Identify the program structure and management style
- 8) Identify and assess the organization's programs and services...are they meeting client needs?
- 9) Assess the organization's personnel policies, procedures, and practice. Do they support its mission?

Please use headings. Papers will be a minimum of 3 full pages and should be written using APA style.

The paper should be constructed using concepts from Chapters 5 and 6 of the textbook; be sure to explicitly link concepts from the textbook as you write about the areas listed above. More details and a rubric will be shared in class and on Canvas.

Macro Change Proposal: Part III (30 points, Competency 2 and 3)

Due Sunday, October 25th in Canvas

Individually or in small groups you will complete Part III: Identification of a Population for Advocacy and Social Action.

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. Review one website which has empirical data about your population for advocacy. 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) Define advocacy and, using a real or hypothetical example, apply it to the agency's target population.
- 4) Define social action, using a real or hypothetical example, and apply it to the agency's target population.
- 5) 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 1-5 should have clear and separate headings within the paper. Be sure to also include an introductory paragraph and a conclusion.

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, 9, and 11 of the textbook; be sure to explicitly link concepts from the textbook as you write about the areas listed above. More details and a rubric will be shared in class and on Canvas.

Macro Change Proposal: Part IV (30 points, Competency 8 and 9)

Due Sunday, November 15th

Individually or in small groups you will complete Part IV: Macro Change Proposal.

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). *The proposal may involve a project (though it may NOT be developing a brochure unless that is part of a larger program), program development, or agency policy.* 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)

- 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)**

Step 1: Develop an **innovative** idea

Step 2: **Must** 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!)

Step 5: Determine method of **evaluation**

Please use headings. Papers will be a minimum of 4 full pages and should be written using APA style. This paper should be constructed using concepts from Chapters 6, 7, and 10 of the textbook; be sure to explicitly link concepts from the textbook as you write about the areas listed above. More details and a rubric will be shared in class and on Canvas.

MCP Presentation: Part V (60 points, Competency 1)

Presentation materials due in Canvas *Tuesday, December 1st*

Individually or in your small groups you will prepare a presentation outlining your MCP Project to share with the class.

*Within the first two weeks of class we will decide if the presentations will be “live” on Zoom or if you’d prefer to pre-record your presentation; if that’s the case, we will have a “live” watch party on December 2nd and 9th.

Components and expectations of the presentation:

- 1) The presentations should be 10 minutes in length.
- 2) The presentation should include an overview of the three major parts of the project – Organizational Assessment, Population for Advocacy, and the Proposal for Change. The most time should be spent on the proposal for change.
- 3) You have full reign to be creative with how you will present your materials; this could be a PPT presentation, a podcast, an informational brochure, a video/documentary, a digital story, etc. If you have questions about a particular modality, please discuss with me. This is an ideal time to harness technology!

See rubric in Canvas.

MCP Peer Evaluations (Competency 1)

Due in Canvas *Tuesday, December 1st*

For those of you who chose to work in small groups, you will have the opportunity to evaluate yourself and your peers in the group process at two points in the semester. Due to the virtual nature of this course, I think this is a good time to learn how to work in groups and distribute work fairly and equitably. These evaluations will be kept confidential.

Evaluations will be considered when determining final grades for each component of this project.

See rubric in Canvas.

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.