



A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

SWK 503: Generalist Practice with Organizations and Communities

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Amanda Houghton, LCSW
Office Location: Virtual
Office Hours: Virtual Office by appointment
University Email Address: Amanda.Houghton@tamuc.edu
Preferred Form of Communication: **email**
Communication Response Time: 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Kirst-Ashman, K. K. & Hull, G. H., Jr. (2015). *Generalist practice with organizations and communities*. (6th ed.). Stamford, CT: Cengage Learning.

Software Required

Optional Texts and/or Materials

Other required readings and educational materials for each week will be available in the corresponding weekly folder in the course shell.

Course Description

This second practice theory course builds on SWK 501, Generalist Practice with Individuals, Families and Small Groups, extending the concepts of strengths-based practice to work with organizations and communities. The relationships between communities and organizations and at-risk populations are infused throughout the course. Knowledge, values and skills will be obtained throughout the course. These will be gained through readings, oral and written assignments, and videos.

RELATIONSHIP TO OTHER COURSES:

This course builds on the social work skills taught in foundation content of SWK 501 and relates SWK 521 to practice with organizations and communities. The areas of ethics and social justice are further integrated into the student knowledge base. It works in conjunction with SWK 513 to prepare the student for Advance Generalist Practice courses SWK 507, 508 and 557.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice. *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Content and assessment in this course reflect the bolded competencies and the following practicing behaviors:

2.1.1.1 Has commitment to career-long learning and growth

2.1.1.3 Practice personal reflection and self-correction to assure continual professional development

2.1.1.5 Demonstrate professional demeanor in appearance, behavior and communication

2.1.3.2 Is skilled at analyzing models of assessment, prevention, intervention, and evaluation

2.1.4.4 Views herself or himself as a learner and engages those he or she works with as informants

2.1.10[a].3 Develops a mutually agreed-on focus of work and desired outcomes 2.1.10[c].1

Initiate actions to achieve organizational goals.

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GRADING

Final grades in this course will be based on the following scale:

Total Points: 585

A	90%-100%	526-585 points
B	80%-89%	468-525 points
C	70%-79%	409-467 points
D	60%-69%	351-408 points
F	59% or below	350 points or below

Assessments

SWK 503 Assignments

- 1. Course Participation (Throughout the semester):** Students are required to actively participate in the course throughout the semester. Students will access the course shell weekly to read the announcements, review corresponding PowerPoints, watch videos or read additional materials assigned, complete tasks assigned at the beginning and end of the semester, participate in discussion forums, and participate live or watch instructor's weekly web conferences. Points will be assigned based on the completion of tasks without point value, and time invested in the course. (100 points)
 - Peer Instructions Forum (Due Sunday, February 6th)**
Students will have the opportunity to introduce themselves and meet class peers, as well as the instructor. Students will also have the chance to share their course expectations through this activity. It is important to participate in this forum and get

to know everyone since the group will constitute a learning community.
(Completed/Not completed)

- **Online Course Readiness Assessment (Due: Sunday, February 6th):** Students will take an online quiz on the Syllabus content and the Online Course Navigation Guide. This will assess if the students read both documents and are ready to learn and excel in the course. (Completed/Not completed)
- **Macro Practice Pre and Post Test (Due: Sunday, February 6th):** Students will take a pre and post-test on social work macro practice. The objective of this activity is to assess students' knowledge and interest in social work macro practice before and after covering the course content. Students must complete the pre-test to take the post-test at the end of the semester. (Completed/Not completed)
- **Web Conferences-** Students must engage in learning and interacting with the instructor and other students throughout this course, remotely via Zoom or in D2L. **Students are expected to be “present” electronically (via Zoom) for all scheduled classes and class activities (ie, Zoom groups). If a student is unable to attend the Zoom class as scheduled, a recording of the class will be available within 2 hours of the live class.** Remember, students will be able to participate live or watch the recorded conference. Students' live participation is totally voluntary. **Students who do not attend the live class are expected to watch the taped recording. Students who elect to engage via the recordings will be required to complete Engagement Assignments to measure student engagement when unable to to attend the live session.** As with traditional class structures, up to 2 “absences” (physically or electronically) are permitted without penalty. Attendance will be taken via Zoom report on attendees. Zoom also keeps an attendance record for students who watch the recordings instead of the live sessions. **Subsequent absences (starting with the 3rd) will result in 10 points penalty per “absence” off total points for the class.** Students who are unable to consistently engage with this class are encouraged to discuss their situation with the instructor.
- **Discussion Forums (Throughout the Semester):** Students will have the opportunity and expectation to participate actively **in 5 discussion forums (Due Dates are noted in the syllabus).** The discussions are an integral part of this learning experience during this online course. The main objective of the forums is to learn from each analyzing, discussing, applying course content and sharing experiences and ideas. Class discussions will be found under the “Discussion” tab in D2L Brightspace.

These threaded discussions will help you reflect and think critically for a more in-depth learning experience. Each forum will have a prompt to initiate the discussion. At the Master's level, the expectation is that there will be appropriate use of grammar and conceptual theoretical frameworks. Your responses are expected to be thoughtful, insightful and to make use of your analytical thinking skills. Short, limited, thoughtless and half-hearted responses will be graded accordingly. Note that you will be expected to read and respond to peers' postings after you submit your initial post. The professor will not respond to all the posts, however, will intervene if any course concept needs clarification. **Please note the recommendations below:**

- Demonstrate thoughtfulness and effort in your posts, presenting your perspective and critical thinking on readings, other materials, and peers' posts.
- The response to the prompt will need to be a minimum of 7- 10 sentences in length, using your critical thinking skills.
- Discussion threads will open on **Mondays at 12 AM.**
- Respond to main prompt by **Thursday evening.** This will give students time to read and respond to peers' posts
- Post reactions to peers' postings by **Sunday at 11:59 PM.**
- Respond to TWO of your peers' post.
- Responses should be 3-5 sentences, again using critical thinking skills. Do not be afraid to challenge the class with original ideas and controversial thoughts. Anything can be addressed respectfully.
- Students are expected to behave in these discussions as you would in person. Respectful in action and respectful in reaction.
- Remember that respect and civility is tantamount to professional behavior. Inappropriate messages or interaction will be handled as a disciplinary issues and dealt with accordingly.
- **Note: Posts after the corresponding week period will not be acknowledged for participation grade.** (Completed/Not completed)

2. **Quizzes (Throughout the semester: see course schedule):** Students will take nine timed online quizzes (20 pts. each) throughout the semester. Examinations will focus on relevant information from lecture materials and course readings. Quizzes will consist of short answer, multiple choice, and true/false items. **Notes: *The lowest quiz grade is dropped.*** NO make-up quizzes. (160 points)
3. **Journal Article Review (Due: Sunday, March 13th):** Students are expected to write an article review on Leadership or Supervision. Students will select an article from a list

provided by the professor. The list of articles and the Guideline and Rubric will be posted in D2L under Table of Contents. (50 points)

4. **Advocacy Organization Report (Due: Sunday, April 17th):** Students will have the opportunities to identify an advocacy organization or community group working on cultural, social or policy change benefiting a particular population. The student will study the mission, vision, goals, and strategies adopted by the organization/group to move toward the change aspired. Student will also identify and reflect on how social work contributes to the movement considering our ethical responsibility. The Guideline and Rubric for this assignment will be available in D2L under Table of Contents. (50 points)
5. **Field Placement Evaluation (2 phases) (Phase 1 Due: Sunday, March 6th, Phase 2 Due: Sunday, April 10th):** Students will assess their Field Placement. If the organization is large, students will focus on the specific internship program. Students are to consider themselves licensed social workers hired by the Department of Health and Human Services (DHHS) to complete an assessment of the social organization to determine future funding allocation. Students are encouraged to attend a board meeting or administrative meeting as permitted by the institution to help collect the information needed. The Guideline and Rubric for this assignment will be available in D2L under Table of Contents. Students will first submit the **Selection of the Organization Form (20 points)**. Feedback will be offered to each student to continue working on the assessment. The **Field Placement Evaluation (80 points)** will also be submitted in a form provided in the Guideline. (100 points total)
6. **Community Needs Assessment (2 phases) (Phase 1 Due: Sunday, March 27th, Phase 2 Due: Sunday, May 1st):** Students will assess the community where the field placement is located. As a macro or micro practitioner a community needs assessment can help respond to the population's needs and contribute to one of our major ethical responsibilities, social change. The information collected and analyzed will be organized and submitted according to the Guideline and Rubric posted in D2L under Table of Contents. You will find all documents and information needed in the same folder and attached to the assignment link. Students will first submit a **Community Assessment Proposal (25 pts.)** in the form provided by the professor. Feedback will be offered to each student to continue working on the needs assessment. The **Community Needs Assessment (100 pts.)** will also be submitted in a form provided in the Guideline. (125 points total)

Policy on Due Dates:

All assignments and examinations to be submitted or completed online **are due** on the corresponding day **before 11:59pm**. Late assignments will NOT be accepted. **MAKE-UP** exams/quizzes will NOT be offered.

Formatting Papers:

All written assignments should be APA format including typed in 12-point Times New Roman, double-spaced, and one-inch margins; with a title page, reference page, and appropriate citations. Please make sure your papers have been spell-checked and are free of grammatical errors.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you **MUST** reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Tentative COURSE OUTLINE / CALENDAR

Meeting Time/Week/Module	Topics and Learning Activities	Readings and Assignments
Week 1	<p><i>Live Class on Monday, January 31st, 2022, at 8:15 PM</i></p> <p>Topics: overview of class, purpose, expectations, as well as relevant ethical considerations</p> <ul style="list-style-type: none"> • Getting back to our roots, Part 1: Social Workers as Community Organizers • Social Work Code of Ethics 	<p>Readings:</p> <ul style="list-style-type: none"> • NASW (2017) • Reisch (2016) • dRWorks (2016), pp. 1 – 27 <p>Assignments:</p> <p>Schedule for self-care activities 11:59 PM CT</p> <p><i>Discussion Forum</i> Peer Introduction 11:59 PM CT (This assignment is due at the end of the class)</p>
Week 2	<p>Topics:</p> <ul style="list-style-type: none"> • Getting back to our roots, Part 2: Social Workers as Community Organizers • The Grand Challenges for Social Work <p>Activities:</p> <ul style="list-style-type: none"> • Watch Grand Challenges of Social Work video in Canvas if you have not done so already in a previous course. Also, familiarize yourself with at least one of the Grand Challenges and reflect on how this is applicable to social work practice at the micro, mezzo, and macro levels. Please note that Eliminating Racism was added as a Grand Challenge in 2020 and is not included in the video. • Review a Social Justice Brief. 	<p>Readings</p> <ul style="list-style-type: none"> • American Academy of Social Work and Social Welfare (2016) • dRWorks (2016) pp. 28 – 60 <p><i>Discussion Forum</i> Critical Thinking PM CT</p>
Week 3	<p><i>Live Class on Monday, February 14th, 2022, at 8:15 PM</i></p> <p>Topics Chapter 1:</p> <ul style="list-style-type: none"> • Generalist Practice with Organizations and Communities • Client Empowerment, Strengths, and Resilience • Roles of Social Workers <p>Topics Chapter 12:</p> <ul style="list-style-type: none"> • Ethics and Ethical Dilemmas 	<p>Readings:</p> <ul style="list-style-type: none"> • Kirst-Ashman & Hull Ch. 1 • Cullors, P. & Burke, T. (2016) Ch. 1 • Kirst-Ashman & Hull Ch. 1 <p>Activities:</p> <p>Learning Activity: Ethics in Micro</p> <p>Activities: (Ch 1) Listen to listen to in Social Work Informed Organizations: Planning for Transformational Change.</p> <p>Activities: (Ch 12) Learning Activity: Ethics in Micro</p>

		QUIZ- Ch 1 & 12 due by Sun
Week 4	<p>Topics Chapter 2:</p> <ul style="list-style-type: none"> • Stress Management, Burn Out, Self-Care • General Adaptation Syndrome • Time Management and Stress <p>Topics Chapter 3:</p> <ul style="list-style-type: none"> • Utilizing Direct Practice Skills in Macro SW • Using Assertiveness Skills in Macro Practice 	<p>Readings:</p> <ul style="list-style-type: none"> · Kirst-Ashman & Hull Ch. 2 · Kirst-Ashman & Hull Ch. 3 <p>Learning Activity: Social Plan Watch Integration Training (2 Learning Activity: Stress Man</p> <p>Watch IISD CommApps. (20</p> <p>Assignments: Schedule the in</p> <p>Discussion Forum Self-Refle February 27th at 11:59 PM C</p> <p>QUIZ- Ch 2 & 3 due by Sund</p>
Week 5	<p><i>Live Class on Monday, February 28th, 2022, at 8:15 PM</i></p> <p>Topics: (Chapter 5)</p> <ul style="list-style-type: none"> • The Nature of Organizations: Theoretical Approaches, Assessment, and Ethics • Fakequity 	<p>Readings:</p> <ul style="list-style-type: none"> · · Kirst-Ashman & Hull Ch. 5 · Le, V. (2017, October 26) · LeRoux, K. (2009) <p>Assignments:</p> <p>Phase I-Proposed Organizat March 6th at 11:59 PM CT</p> <p>Activities: Learning Activity: - Communication as crucial pr -Ethical implications of polici Discussion Forum on Social CT</p> <p>QUIZ- Ch 5 due by Sunday, M</p>
Week 6	<p>Topics: (Chap 10)</p> <ul style="list-style-type: none"> • Social Work Practice With Communities • Social, Economic, and Environmental Justice • Theoretical Frameworks and Strategies <p>Topics: (Chap 14)</p> <ul style="list-style-type: none"> • Agency Resources 	<p>Readings:</p> <ul style="list-style-type: none"> · Kirst-Ashman & Hull Ch. 10 · Kirst-Ashman & Hull Ch. 14 <p>Assignments:</p>

		<p>Journal Article Review due</p> <p>Activities: (Ch 10) Learning Activity: Strengths, Listen to the Child Welfare In Protective Factors Part 1 Reminder: Complete 1 Hour S</p> <p>Activities: (Chap 14) Listen to New Economy Proje All Listen to New Economy Proje Community Control, a Conve Learning Activity 9 Action PL</p> <p>QUIZ- Ch 10 & 14 due by Su</p>
Week 7	<p><i>Live Class on Monday, March 14th, 2022, at 8:15 PM</i></p> <p>Topics: (Chap 4)</p> <ul style="list-style-type: none"> ● Group Skills for Organizational and Community Change ● Networking ● Conflicts ● Teamwork and Collaboration <p>Topics: (Chap 13)</p> <ul style="list-style-type: none"> ● Supervision ● Creating a Healthy Work Environment 	<p>Readings: Kirst-Ashman & Hull Ch. 4 · Kirst-Ashman & Hull Ch. 1</p> <p>Assignments: due for the Wee Activities: Listen to Listen to In Social V Social Work: Advancing the B Families, and Communities Listen to In Social Work Podc Nonprofit: Creating a Self-Ca</p> <p>QUIZ- Ch 4 & 13 due by Sun</p>
Week 8	<p>Topics:</p> <ul style="list-style-type: none"> ● Defining Organizations, Social Service, and Social Agencies ● Decision Making for Organizational Change 	<p>Readings: · Kirst-Ashman & Hull Ch. 6 · Le, V. (2016, May 05) · Hendrickson, S. & Gray, E.</p> <p>Activities: Learning Activity – Decision Watch recorded faculty video</p> <p>Assignments: <i>Discussion Forum</i> Managing 27th PM at 11:59 PM CT</p>

		Phase I: Community Needs 11:59 PM CT.
Week 9	<p><i>Live Class on Monday, March 28th, 2022 at 8:15 PM</i></p> <p>Topics:</p> <ul style="list-style-type: none"> • Implementing Organizational Change • Formulating an Action Plan • Neutralizing Opposition • Evaluating Outcomes 	<p>Readings:</p> <ul style="list-style-type: none"> · Kirst-Ashman & Hull Ch. 7 · Johnston-Goodstar, K. (201 <p>Activities:</p> <p>Watch a video on participatory</p> <p>Attend an optional self-care ch</p> <p>Zoom</p> <p>Learning Activity: Representa</p> <p>QUIZ- Ch 6 & 7 due by Sund</p>
Week 10	<p>Topics:</p> <ul style="list-style-type: none"> • Working with Neighborhoods and Communities • Systems Perspective 	<p>Readings:</p> <ul style="list-style-type: none"> · Kirst-Ashman & Hull Ch. 8 <p>Activities:</p> <p>Watch Jim Crow of the North</p> <p>Learning Activity: Neighborh</p> <p>Phase II-Proposed Organizatio</p> <p>10th at 11:59 PM CT</p> <p>QUIZ- Ch 8 due by Sunday, A</p>
Week11	<p><i>Live Class on Monday, April 11th, 2022, at 8:15 PM</i></p> <p>Topics:</p> <ul style="list-style-type: none"> • The Change Process: Intervention and Evaluation 	<p>Readings:</p> <ul style="list-style-type: none"> · Kirst-Ashman & Hull Ch. 9 <p>Assignments:</p> <p>Advocacy Organization Rep</p> <p>Activities:</p> <p>Watch The Interrupters Kotlo</p> <p>Learning Activity: Eco Map</p> <p>QUIZ- Ch 9 due by Sunday, A</p>
Week 12	<p>Topics:</p> <ul style="list-style-type: none"> • Advocacy and Social Action • Grassroots Organizing • Participatory Action Research 	<p>Readings:</p> <ul style="list-style-type: none"> · Kirst-Ashman & Hull Ch. 1 · Mosley, J. (2013) · Levine, J. R. (2017) <p>Assignments:</p>

		<p>Activities:</p> <p>Please watch at least one of the following:</p> <ul style="list-style-type: none"> o Friere Project. (2012, April) o LiteracyDotOrg. (2009, December) <p>Learning Activity: Stakeholder Interview</p> <p>QUIZ- Ch11 due by Sunday, April 24th, 2022, at 11:59 PM</p>
Week 13	<i>Last Live Class on Monday, April 25th, 2022, at 8:15 PM</i>	<p>Assignments:</p> <p>Community Needs Assessment Paper</p> <p>CT</p>

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