



SWK 503: Generalist Practice with Organization & Communities

COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: **Dr. Rebecca Judd**

Office Location: Henderson 307

Office Hours: Virtual Office Hours Mondays 7-10 a.m. and Fridays 3-5 p.m.

University Email Address: Rebecca.Judd@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Email queries within two business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Kirst-Ashman, K. K. & Hull, G. H., Jr. (2018). *Generalist practice with organizations and communities*. (7th ed.). Stamford, CT: Cengage Learning.

American Psychological Association. (2010). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

**Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0.
Social Work Examination Services.**

[www.https://swes.net/studymaterials/comprehensive-study-guide-lmsw/](https://swes.net/studymaterials/comprehensive-study-guide-lmsw/)

Course Description

The course emphasizes macro practice as a mechanism of social change fostered by ethical values and commitment to advancing human rights, social, political, cultural, economic, and environmental equity and justice. Students will recognize how macro, mezzo, and micro practices are interlinked. Students will self-reflect throughout the course on ideologies and social values towards diverse and different population groups and the common problems experienced in communities and accessing services. Knowledge of theoretical frameworks, models of intervention, and skills in engaging, assessing, and intervening with communities and organizations will be obtained, particularly in program development, implementation, evaluation, community organization, and empowerment.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)
 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. Listed below are the competencies and associated knowledge, skills, values, and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 6: Engage with Organization and Communities		
Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Advocacy organization assignment Quizzes	Knowledge Skills

Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies	Advocacy organization Assignment Quizzes	Knowledge Skills Values

Competency 7: Assessment Organization and Communities

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	Community Needs Assessment	Knowledge Skills
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Select appropriate intervention strategies based on the assessment, research knowledge, and values and	Community Needs Assessment	Knowledge Skills Values
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preferences of clients and constituencies		
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Competency 8: Intervene with Organizations and Communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Advocacy Organization Assignment	Knowledge Skills Values
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Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes	Advocacy Organization Assignment	Knowledge Skills Values
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Advocacy Organization Assignment	Knowledge Skills Values Cognitive/Affective Processes

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you have knowledge and skills in using Microsoft Word, PowerPoint, and Outlook Email if you have any issues with using the various systems or software, it is your responsibility to contact support services and notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the instructor if there are problems or challenges that are interfering with optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for the instructor and peers; being open to feedback and guidance throughout this class and in the program.

2. Adhered to the School of Social Work and University student code of conduct, along with the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings before engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor and receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of the due date so you are prepared to submit them on the due date.
7. Sign into the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product,” as earning this degree requires time, effort, work, and ultimately growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

- A = 90%-100% of total points
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Course Assessment Values

Assignment	Weight
Advocacy Organization Report	25%

Phase 1) Community Needs Proposal	15%
Phase 2) Community Needs Assessment	15%
Nine (9) Quizzes	45%
TOTAL	100%

Policy on Verifying Authenticity of Student Work:

To maintain academic integrity and ensure the authenticity of work submitted by students, faculty have the right to require an oral evaluation of any assignment if there is reasonable evidence or suspicion of plagiarism or unauthorized use of AI tools.

During the oral evaluation, students will be asked to explain their thought process, research methods, and specific details of their submission to demonstrate their understanding of the material.

Failure to adequately explain the work will result in possible referral to the Academic and Professional Issues Committee of the School of Social Work and an assessment of the assignment for potential violations of the academic integrity policy of East Texas A&M Graduate School which could lead to penalties ranging from receiving an F for the assignment to suspension from the university.

This policy is designed to promote fair evaluation and uphold the values of academic integrity and Social Work Professional Practice.

Assessments

Advocacy Organization Report: Students will engage with organizations and communities and will be able to identify an advocacy organization or community group working on cultural, social, or policy change benefiting a particular population. The student will assess the organizations and communities, study the mission, vision, goals, and strategies adopted by the organization/group to move toward the change aspired. Students will also intervene with organizations and communities, identify and reflect on how social work contributes to the movement considering our ethical responsibility. The Guideline and Rubric for this assignment is located in the Appendix A.

Community Needs Assessment (2 phases): 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 for these assignments, are located in the Appendix A.

- **Phase 1) Community Assessment Proposal.**
- **Phase 2) Community Needs Assessment**

Quizzes (Throughout the semester: See course schedule): Students will take nine timed online quizzes throughout the semester. Examinations will focus on relevant information from lecture materials and course readings. Quizzes will consist of multiple choice, and true/false items. **NO make-up quizzes.**

Due Date Policy

Expectations for assignments is that they are submitted on due date indicated on syllabus in in D2L. Each assignment is built on content that precedes it and it is important to stay on track and follow the schedule. If you are unable to submit your assignment on time, please notify me to obtain an alternative date. Please know that if you do not submit your assignments by the scheduled due date, you will not receive feedback or a grade on schedule with students who do submit on due date. **You will not receive an opportunity to redo an assignment to gain additional points if assignments are not submitted by due dates.**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East 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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 coursework 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 have 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

If you have any questions or are having difficulties with the course material, please contact your instructor via email. The instructor will respond to email queries within two 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 East 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

East 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

East 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 East 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&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

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

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

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*.

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 offenses 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>

University Code of Conduct located in the *Student Guidebook* 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

Appendix A: Supporting Rubric Documents

SWK 503: Generalist Practice with Organization & Communities Community Needs Assessment Proposal

This community needs assessment proposal is to introduce the needs assessment plan. The proposal will include a justification and a plan that will provide awareness to community leaders of the needs within the current state of local policy, systems, and the environment.

Overview:	
Rationale:	
Feasibility:	
The Plan:	

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SWK 503: Generalist Practice with Organization & Communities

Community Needs Assessment

This community needs assessment will aid in identifying areas for improvement and will give community leaders a glimpse of the current state of local policy, systems, and environmental change efforts.

Name of Community:

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Describe the community that will benefit from the changes. Include any pertinent data and geographical and demographic details for the area.

--

Identify any community needs:

--

What is happening in the community that responds to the need?

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--

What community action program addresses the needs of the community if any?
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What existing resources meet the needs identified?
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Evidence-Based Practices:

Action Plan:

Expected Outcomes:

Advocacy Organization Report Rubric

Advocacy Organization Report Rubric					
Criteria	Superior 20 pts each	Good 15 pts each	Competent 10 pts each	Non-Passing 5 pts each	Weight
Clarity and Argument	Exemplifies great capacity to explain social issues in detail and to support advocacy initiatives.	The report presents a convincing case for a prospective change while skillfully describing a current social issue.	The student clearly tried to construct an argument, but there are several social issues with the report's logic or clarity.	Underdeveloped, hazy, or unpersuasive data. The composition merely makes a cursory reference to other advocacy initiatives. The suggested remedy is either unconnected to the problem at hand or incorrect.	
Research Quality	The report demonstrates an astounding depth in the caliber of the student's advocacy research. They all rely on reliable, timely, and pertinent sources.	The sources used for this report demonstrate a sizable research agenda. Although one or two of the sources the student chose might be doubtful, most are reliable, current, and pertinent. The report makes a deliberate effort to draw from various sources representing various genres, origins, and viewpoints. Source selection shows a small amount of selectivity.	The numerous sources used are not reliable, timely, or relevant. The report has to have more variety and shouldn't rely so largely on one type of proof. According to the report's structure, the student did not choose their sources with much care and tended to pick the first ones they could discover.	Most of all, sources are unreliable and irrelevant. The report assumes that the student did not conduct a thorough investigation into their topic.	

Evidence Integration	The student carefully considers the information cited from various sources and persuasively applies that evidence to support their social issue. The student does not blindly adopt the views or perspectives of their sources as their own without reason; rather, they handle them honestly while maintaining a critical eye.	The student frequently engages thoroughly with the data cited from some of their sources and persuasively applies that data to support their own assertions. Although it may not always be obvious, the learner typically creates some critical distance to discern between their own ideas and those of their sources.	Only sporadically does the report make an effort to engage meaningfully with the data cited from its sources. Numerous pieces of evidence are casually cited with little examination or relevance to the student's own assertions. It might be challenging to distinguish between the views of the student and those of their sources.	The report makes no attempt to back up its own social issues with facts. Usually, there is no clear connection between the evidence and the allegations. fails to properly and easily incorporate the information into the argument.	
Organization of Report	Displays outstanding control in the coherence and unity of the paragraphs, which results in a wellstructured report. There are obvious connections	The report has a good structure and rarely fails to make a connection between the paper's thesis and its body paragraphs. In general, the paper's structure strengthens the thesis statement and complies with the requirements of the genre as an academic report written for an academic audience.	The report makes some obvious attempts at thoughtful organizing, yet there are still significant social issues with the paper's structure.	Lacks the cohesion and unity of paragraphs necessary for a well-structured report.	
	between the problem statement and the body paragraphs.				

Style	Every time it is required, in-text citations in APA 7th edition format are given, and all content—including language, concepts, and details—is properly referenced.	The report includes a Reference page and in-text citations in APA 7th edition format. Material (language, thoughts, and facts) is always correctly cited. A few formatting social issues are present.	The report includes a Works Cited page and in-text citations in APA 7th edition format. Always cite your sources when using their words, concepts, or material. There are frequent formatting mistakes that happen often or badly.	The report lacks APA 7th formatted in-text citations and/or a Reference page. Material (language, ideas, information) is not always properly attributed to sources. Lack of formatting.	
Student Process of Work	The student performed above expectations every step of the way to the final draft. Submitted drafts, bibliographies, and other materials on time while meeting or exceeding page requirements.	The student occasionally went above and beyond what was expected in the work that went into the final draft. Most drafts were submitted on time, along with bibliographies, and the number of pages was reached or exceeded.	The student typically submitted assignments on time, but 2-3 assignments may have received little to no attention.	Frequently falls short of the minimum standards for all process work completed throughout the quarter, submitting drafts late (or never), failing to meet the necessary number of pages, and/or failing to fulfill other requirements.	TOTAL =

Student: _____ Advocacy

Organization/Group _____

Adapted from: 2022 University of California Irvine

GUIDELINES & RUBRIC COMMUNITY NEEDS ASSESSMENT

Description: A community needs assessment aids in identifying areas for improvement and gives community leaders a glimpse of the current state of local policy, systems, and environmental change efforts. This assignment will be assessed using a rubric (See Rubric on the following page). The instructor will be available throughout the semester to consult, review the student's progress, and respond to any assessment-related questions or concerns.

The Community Needs Assessment Proposal should include the following:

Overview:	Explain the planned needs assessment's what, who, where, why, and when.
Rationale:	Describe the discrepancy between your existing knowledge and what you feel you need to know.
Feasibility:	Describe why you think the costs and benefits of this needs assessment are manageable and feasible.
The Plan:	Make a presentation of your study plan. This describes how the study implementation process should be carried out. The goals of the community need assessment should be included. This comprises the target audience for the needs assessment, the sampling process to be employed, the data-gathering methods and techniques, the tools and protocols to be used, and the assessment procedure (implementation plan).

The Community Needs Assessment should include the following methods, findings, and recommendations:

Targeted Population	Overview of the program partners and assessment participants.
Methodology	A list of the data collection techniques.
Participation	Demographic information and the total number of people represented in the data collection. How many people, for instance, completed your survey? How many focus groups were conducted, if any?
Limitations and Strengths	What are the benefits of the results of the needs assessment? How are the results of the needs assessment limited? What obstacles had to be overcome to undertake a requirements assessment?
Data and Findings	Discuss the weaknesses, assets, and difficulties identified during the community needs assessment. Provide statistics and case stories. What possibilities did you find?
Recommendations	What suggestions do you have for addressing the gaps and needs in the community? in light of the main findings? How does your suggested program plan to meet these needs? What details do you wish to share with stakeholders?

Instructions: 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 primary ethical responsibilities, social change. The information from the needs assessment must meet the criteria below.

Evaluation Criteria	Missing 0	Developing 1	Satisfactory 2	Strong 3
Defined the community				
Illustrated the community needs/problems to be addressed and the target population				
Identified community resources within the community				
Identified practices with evidencebased practice data				
Qualitative and/or Quantitative Data collected				
Included an action plan (goals, objectives, activities, etc.)				
Defined expected outcomes for each objective				
Recommendations Noted: Presented how the key findings of the proposed services, program, or project will be organized				
Sub-total				
TOTAL				

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The Community Needs Assessment Proposal should include the following:

Overview:	Explain the planned needs assessment's what, who, where, why, and when.
Rationale:	Describe the discrepancy between your existing knowledge and what you feel you need to know.
Feasibility:	Describe why you think the costs and benefits of this needs assessment are manageable and feasible.
The Plan:	Make a presentation of your study plan. This describes how the study implementation process should be carried out. The goals of the community need assessment should be included. This comprises the target audience for the needs assessment, the sampling process to be employed, the data-gathering methods and techniques, the tools and protocols to be used, and the assessment procedure (implementation plan).

The Community Needs Assessment should include the following methods, findings, and recommendations:

Targeted Population	Overview of the program partners and assessment participants.
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Participation	Demographic information and the total number of people represented in the data collection. How many people, for instance, completed your survey? How many focus groups were conducted, if any?
Limitations and Strengths	What are the benefits of the results of the needs assessment? How are the results of the needs assessment limited? What obstacles had to be overcome to undertake a requirements assessment?
Data and Findings	Discuss the weaknesses, assets, and difficulties identified during the community needs assessment. Provide statistics and case stories. What possibilities did you find?
Recommendations	What suggestions do you have for addressing the gaps and needs in the community? in light of the main findings? How does your suggested program plan to meet these? needs? What details do you wish to share with stakeholders?

Instructions: 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 primary ethical responsibilities, social change. The information from the needs assessment must meet the criteria below.

Evaluation Criteria	Missing 0	Developing 1	Satisfactory 2	Strong 3
Defined the community				
Illustrated the community needs/problems to be addressed and the target population				
Identified community resources within the community				
Identified practices with evidence-based practice data				
Qualitative and/or Quantitative Data collected				
Included an action plan (goals, objectives, activities, etc.)				
Defined expected outcomes for each objective				
Recommendations Noted: Presented how the key findings of the proposed services, program, or project will be organized				
Sub-total				
TOTAL				

Week/Date	Live Class Sessions	Course Curriculum: Topic	Weekly Activities/Assessments/Quizzes
1 Jan 13 th – 19 th	Meet and Greet Jan 15 th @ 7:00 p.m.	Welcome and Student Introductions • Meet class participants, review objectives of the course, review course assessments, policies, and content. Discuss class gathering times and meeting dates (every other week via ZOOM with a chapter review/slide posted for review on days with no ZOOM)	
2 Jan 20 th – 26 th		Chapter 1 in Text Introduction to Generalist Practice with Organizations and Communities	
3 Jan 27 th – 2nd	Live Class Session Jan 29 th @ 7:00 p.m.	Chapter 2 Stress and Time Management Review required reading material	
4 Feb 3 rd – 9 th		Chapter 3 Using Micro Skills with Organizations and Communities • Review required reading material	Quiz 1- Instructions to be provided
5 Feb 10 th – 16 th	Live Class Session February 12 th @ 7:00 p.m.	Chapter 4 Group Skills for Organizational and Community Change • Review required reading material	Quiz 2 – Instructions to be provided
6 Feb 17 th - 23 rd		Chapter 5 Understanding Organizations • Review required reading material	Advocacy Organization Report Due Feb 23rd no later than 11:59 p.m.

7 Feb 24 th – March 2 nd	Live Class Session February 26 th @ 7:00 p.m.	Chapter 6 Decision Making for Organizational Change • Review required reading material	Quiz 3 -instructions to be provided
8 March 3 rd – 9 th		Chapter 7 Implementing Organizational Change: Agency Policy, Projects, and Programs • Review required reading material	Quiz 4 – instructions to be provided
9 March 10 th – 16 th	SPRING BREAK		
10 March 7 th – 23 rd		Chapter 8 Understanding Neighborhoods and Communities Review required reading material	Quiz 5 – instructions to be provided
11 March 24 th -30 th	Live Class Session March 26 th @ 7:00 p.m.	Chapter 9 Macro Practice in Communities • Review required reading material	Phase 1: Community Assessment Proposal Due March 30 th no later than 11:59 p.m.
12 March 31 st – April 6 th		Chapter 10 Evaluating Macro Practice • Review required reading material	Quiz 6 – instructions to be provided
13 April 7 th – 13 th	Live Class Session April 9 th @ 7:00 p.m.	Chapter 11 Advocacy and Social Action with Populations at Risk • Review required reading material	Quiz 7 – instructions to be provided

14 April 14 th – 20 th		Chapter 12 Ethics and Ethical Dilemmas in Practice with Organizations and Communities • Review required reading material	Phase 2: Community Needs Assessment due April 20 th no later than 11:59 p.m.
15 April 21 st – 27 th	Live Class Session April 23 rd @ 7:00 p.m.	Chapter 13 Using Supervision • Review required reading material	Quiz 8 – instructions to be provided
16 April 28 th – May 4 th		Chapter 14 Developing and Managing Agency Resources • Review required reading material	Quiz 9 – instructions to be provided
17 May 5 th – 9 th		Finals Week	