



## **SWK 507.##: Organizations, Communities and Social Policy**

Fall 2025 COURSE SYLLABUS

Web-based

### **INSTRUCTOR INFORMATION**

Instructor: Jose Yerena

Office Location: Online

Office Hours: Office Hours Before or After Class or by appointment

Office Phone: (903) 468 3047

University Email Address: Jose.Yerena@etamu.edu (preferred)

Preferred Form of Communication: E-mail

Communication Response Time: **Within 2 business days**

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings



## STUDENT LEARNING OUTCOMES

The 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 cognitive and affective processes that comprise the expected outcomes for this course.

	<b>Assignment/Assessment</b>	<b>Dimension</b>
<b>Competency 5: Engage in Policy Practice</b>		
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services within rural/urban settings	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice across the rural/urban landscape.	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities</b>		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two	Grass Roots Community Building Initiative	Knowledge, Skills, Values and Cognitive and Affective
Discern the most appropriate engagement strategy according to each practice context.	Grass Roots Community Building Initiative Petition for Change	Knowledge, Skills, Values and Cognitive and Affective
<b>Competency 7: Assess individuals, Families, Groups, Organizations and Communities</b>		
Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from both rural and urban clients and constituencies; and those who are at the intersection of the two environments	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective

	<b>Assignment/Assessment</b>	<b>Dimension</b>
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective
Consider aspects intrinsic in rural and urban settings considering how the intersection of the two environments impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other formal and/or informal resources.	Community Intervention and Community Presentation & Community Presentation	Knowledge, Skills, Values and Cognitive and Affective

**COURSE REQUIREMENTS**

**Minimal Technical Skills Needed**

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

**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 provide instruction during this course.

**Student Responsibilities and 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 problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including 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 on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, 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

Evaluation for the course grade is according to the following formula:

Assessments	Value
Community Intervention Paper (75 pts.) & Community Presentation (25 pts.)	100 pts.
Petition for Change	50 pts.
Grass Roots vs. Nonprofit Organization Paper	50 pts.
Midterm Exam	50 pts
Final Exam	50pts
<b>TOTAL</b>	<b>300 pts.</b>

Assessments **DO NOT USE AI TO WRITE YOUR PAPERS**

### 1. COMMUNITY INTERVENTION PAPER (75 points) & COMMUNITY PRESENTATION (25 points) See Rubric: APPENDIX A

This assignment involves writing a 6–8-page paper that proposes a community intervention to a significant LOCAL community problem. Specify and describe the chosen community classification as being rural, urban or an intersection of both using information from the book or peer reviewed sources. This paper should reflect the content from all applicable assigned readings. The paper must be correctly referenced using American Psychological Association (APA) guidelines. Special attention should be given to the **correct style of referencing**. Papers need to be original and typed, with clear and lucid analyses and excellent grammar.

Please note that this is a graduate-level course, and the expectations are considerably higher than those at an undergraduate level. This research paper is intended to demonstrate your ability to **apply a macro-level model of intervention to a real problem situation**. The paper should be written in a formal, scholarly format.

In addition to reflected problem analysis, planned intervention and proposed change efforts consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). Papers will be graded on quality of analysis, creativity, incorporation of theories and knowledge, and quality of writing.

Your selected problem should target **one specific community (rural, urban or an**

**intersection of both) or regional area** and the content related to community assessment and resources should be specific to that community. **Be sure to use APA format and the headings provided in the paper's outline and rubric. Use at least 8-10 peer reviewed resources including your textbook.**

**Presentation**– You will be expected to present your identified problem, assessment data, and proposed solution to a body of LOCAL POLICY DECISION-MAKERS (such as city council, county commissioners, local school board, Council of Governments, public hearing on a particular issue, etc.). All communities have decision-making bodies that are open to public comment and input. However, you will need to find out the parameters of such input AHEAD OF TIME. Sometimes there is a time limit and advance request for permission to speak. Failure to present before an appropriate group will result in point deductions. You will need to include documentation (including a contact person) that can verify your presentation.

## **2. PETITION FOR CHANGE SEE RUBRIC (50 points)**

**See Rubric: APPENDIX B**

Students are to work with their assigned group and decide on a social or community problem and strategy to enhance social justice and quality of life. Students are to write a petition to be submitted through Change Communications ([www.change.org](http://www.change.org)). Each group should submit ONE draft of the petition. Groups are encouraged to get approval from their instructor on their selection of the problem. One member of the group shall then submit the petition online after receiving instructor approval incorporating any changes recommended/required by the instructor. This assignment is intended to have 2 purposes: one is to require students to use group skills and the other is to allow students to actively engage in community change and impact a social problem using an electronic venue. Points awarded for this assignment will include the instructor's assessment of the "group process", meaningful and constructive contributions, group member feedback directly to the instructor, AND the number of votes that the petition generates in the week following the posting (use your Facebook or other means to encourage others to sign your petition!)

## **3. Grass Roots Organizations vs. Non-Profit Organizations (50 pts)**

**See Rubric: APPENDIX C**

Students are to write a 4-5 page paper over one grassroots organization and one nonprofit organization. The Paper should cover the following:

An introduction which provides an overview of each organization including the founder or executive directors and close this section with the purpose of your paper.

Comparison of similarities and differences between a grassroot organization and a nonprofit organization. Summarize each organization (using information from website and other research) including its history, target population, services provided, grassroots initiatives, funding sources role and relationship of clients in the operations of the program.

Relate what you learned about the grassroot and nonprofit organization to content from your readings. **Be sure to use APA format and the headings provided in the paper's outline and rubric.**

## Due Date Policy

No Late work will be accepted; thus, you will need to submit assignments within the designated timeframe.

## 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](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](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](mailto: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

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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Ethical Behavior**

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

#### **University Code of Conduct**

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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 (or copy/paste the following URL in your web browser:

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

[If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "Student Appeal of Instructor Evaluation" - Procedure 13.99.99.R0.05.](#)

#### **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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

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

[Undergraduate Academic Dishonesty Form](#)

### **University Rules on Research**

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics](#)

[in Research, Scholarship, and Creative Work.](#)

## AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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

### **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](mailto:StudentDisabilityServices@tamuc.edu)

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

### **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.

### **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 connections 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](http://www.tamuc.edu/counsel)

## **School of Social Work & 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 the Instructor, peers, and 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 to successfully complete the course.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code*

*of Conduct, Department Code of Conduct and the National Association of Social Workers (NASW) Code of Ethics.*

#### Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

APPENDIX A  
**Grading Rubric**  
**Community Intervention Paper & Community Presentation**

Score	Possible Points	Point breakdown	Area	Consisting of
	5	Introduction of a significant LOCAL community. Specify and describe the chosen community classification as being rural, urban or an intersection of both using information from the book or peer reviewed sources. Describe what makes it a community using content from your readings, identify a significant problem affecting the community and close section with the direction or purpose of your paper (thesis statement). This should be in general of what your paper is about.	Subject	Identification
	15	10 pts. Problem Description- Provide a description of the problem including how widespread it is along with its causes and consequences. Students are to use appropriate scholarly resources to support your description of the problem. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Demonstration of Assimilation of Knowledge	Discussion
	5	Describe target of change. Local public officials, elected officials, local institutions		
	5	Scope of Concern -		
	15	Planned intervention and proposed change- Describe your proposed intervention or change effort. It must be a macro-level model of intervention (analyze, formulate, and advocate for policies) Be sure to consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). Specify the social work roles you would play as a community practitioner.		
	5	Desired or expected outcomes		

	15	Theories of community practice- Apply theories and concepts from assigned readings.		
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned and overall impression of the experience. <b>WITHOUT USING FIRST PERSON</b>	Critical Thinking	Your Conclusion
	20	Community Presentation- Describe your community presentation experience (describe your emotions and thoughts) and upload verification form and other supporting documents (pictures, videos etc).		
	10	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used (Cover Page, in text citations and Reference page are A MUST).	Writing Competency	Professional Presentation
	<b>100</b>	<b>TOTAL</b>		

## Appendix B Grading Rubric Petition for Change

Score	Possible Points	Point breakdown	Area	Consisting of
	5	Introduction of a social or community problem and direction or purpose of your paper (thesis statement). This should be in general of what your petition is about.	Subject	Identification
	25	Discussion of the strategy to address social or community problem and enhance social justice and quality of life. Cite credible theoretical or statistical evidence to showing your comprehension of the information and persuade your target audience to sign your petition. 5 pts. each –  Follow up- provide the number of votes your petition generated a week after it was posted.	Demonstration of Assimilation of Knowledge	Discussion
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of why you need your readers to respond to your petition. <b>WITHOUT USING FIRST PERSON</b>	Critical Thinking	Your Conclusion
	15	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used	Writing Competency	Professional Presentation
	<b>50</b>	<b>TOTAL</b>		

## Appendix C Grading Rubric

### Grass Roots Organizations vs. Non-Profit Organizations

Score	Possible Points	Point breakdown	Area	Consisting of
	5	Introduction of one grassroots organization and one nonprofit cover the following: Introduction, founder or executive directors and close section with the <b>direction or purpose of your paper (thesis statement)</b> . This should be in general of what your paper is about.	Subject	Identification
	15	<b>Grassroot organization vs, nonprofit organization 5 pts. each – Students are to compare the similarities and differences between a grassroot organization and a nonprofit organization.</b>  <b>10 summarize and compare organizations (using website and research) including their history, target population, services provided, funding sources role and relationship of clients in the operations of the program.</b>	Demonstration of Assimilation of Knowledge	Discussion
	15	Relate what you learned about the grassroot organization to content from your readings.		
	5	<b>Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned and overall impression of both organizations. WITHOUT USING FIRST PERSON</b>	Critical Thinking	Your Conclusion
	10	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used (Cover Page, in text citations and Reference page are A MUST).	Writing Competency	Professional Presentation
	<b>50</b>	<b>TOTAL</b>		

## COURSE OUTLINE /CALENDAR

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
<b>Week 1</b> 8/25-31	<b>1<sup>st</sup> Zoom Meeting</b> <b>Monday 8/25 at</b> <b>6:00 pm</b>	Course Overview PART I.THE PRE- ENGAGEMENT PHASE Ch. 1: Introduction: The Application of Community Practice Skills in Macro Social Work	<ul style="list-style-type: none"> <li>• Review Course Syllabus and Expectations</li> <li>• Participate in the Meet/Greet Zoom Meeting and form groups</li> <li>• Read Chapter 1</li> </ul>
<b>Week 2</b> 9/1-7	ONLINE	PART I.THE PRE- ENGAGEMENT PHASE Part I Ch. 2: Entering the Community and Using Interviewing Skills to Understand People, Issues, and Opportunities Chapter 3. Recruiting Potential Participants	<ul style="list-style-type: none"> <li>• Read Chapter 2 &amp; 3</li> </ul>
<b>Week 3</b> 9/8-14	<b>2<sup>nd</sup> Zoom Meeting</b> <b>Discussion #1</b> <b>Monday 9/8 at 6:00</b> <b>pm</b>  ONLINE	PART I.THE PRE- ENGAGEMENT PHASE Ch. 4: Developing Relationships and Partnerships with Grassroots and Formal Organizations Ch. 5: Using Dialogue, Traditional and Digital Storytelling, and Structural Group Work Techniques to Identify Community Issues	<ul style="list-style-type: none"> <li>• Read Chapter 4 &amp; 5</li> <li>• <b>Discussion #1</b></li> </ul>
<b>Week 4</b> 9/15-21	ONLINE	PART II. THE ENGAGEMENT PHASE Ch. 6: Engaging Participants in the Discovery, Assessment, and	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Peer review of draft of Sections I and II of community intervention paper due</li> </ul>

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
		Documentation of Community Strengths and Challenges	
<b>Week 5</b> 9/22-9/28	<b>3<sup>rd</sup> ZOOM Meeting</b> <b>Monday Discussion #2</b> <b>9/22 at 6:00 pm</b>	PART II. THE ENGAGEMENT PHASE  Ch.7- Facilitating Leadership Development and Group Decision Making: Encouraging Public Participation in Planning and Engaging Constituents in the Development of Action Plans	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• <b>Discussion #2</b></li> </ul>
<b>Week 6</b> 9/29-10/5	<b>ONLINE</b>	PART II. THE ENGAGEMENT PHASE Ch. 8.-Taking Action: Group Processes for Implementing Action Campaigns and Change Strategies	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• <b>Publish and market Petition for Change Online</b></li> </ul>
<b>Week 7</b> 10/6-12	<b>4<sup>th</sup> ZOOM Discussion #3</b> <b>Monday 10/6 at 6:00 pm</b>	PART II. THE ENGAGEMENT PHASE  PART III. THE POST-ENGAGEMENT PHASE Ch. 9: Working with Community Groups to Critically Reflect and Engage in Dialogue on the Process and Outcomes of Action Plans	<ul style="list-style-type: none"> <li>• <b>Read Chapter 9</b></li> <li>• <b>Discussion #3</b></li> <li>• <b>Petition for Change</b></li> </ul>
<b>Week 8</b> 10/13-19		PART III. THE POST-ENGAGEMENT PHASE Ch. 10: Discovering Whether and Why the Action Worked: Using Participatory Research to Conduct Formal Evaluations	<ul style="list-style-type: none"> <li>• <b>Read Chapter 10</b></li> <li>• <b>Complete Mid Term Exam by 10/19 11:59pm</b></li> </ul>
<b>Week 9</b> 10/20-26	<b>5<sup>th</sup> Zoom Discussion #4</b> <b>Monday 10/20 at</b>	PART III. THE POST-ENGAGEMENT PHASE	<ul style="list-style-type: none"> <li>• <b>Read Chapter 11</b></li> <li>• <b>Discussion # 4</b></li> </ul>

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
	6:00 pm	Ch. 11 Using Social Work Skills to Advocate for Legislation” Read Handout on “How to Run Mtgs”	
<b>Week 10</b> 10/27-11/2	ONLINE	PART IV. ADDITIONAL APPLICATIONS OF SOCIAL WORK SKILLS FOR COMMUNITY PRACTICE Ch. 12 Social Work Skills for Community Building	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Grass Roots Community Bldg Interview.</li> </ul>
<b>Week 11</b> 11/3-9	ONLINE	PART IV. ADDITIONAL APPLICATIONS OF SOCIAL WORK SKILLS FOR COMMUNITY PRACTICE Ch. 13 Leadership, Teamwork and Supervision in Macro Social Work Practice	<ul style="list-style-type: none"> <li>• Read Chapter 13</li> </ul>
<b>Week 12</b> 11/10-16	ONLINE	PART IV. ADDITIONAL APPLICATIONS OF SOCIAL WORK SKILLS FOR COMMUNITY PRACTICE Ch. 14: Interpersonal Skills in a Global Context: Advocating for Human Rights	Read Chapter 14
<b>Week 13</b> 11/17-23	6 <sup>th</sup> Zoom Community Intervention Presentations Monday 11/17 at 6:00 pm		<ul style="list-style-type: none"> <li>• Community Intervention</li> <li>• Presentation and paper due on 11/23 by 11:59pm</li> </ul>
<b>Week 14</b> 11/24-30	ONLINE	Wrap Up Community Intervention Paper and Presentation	<ul style="list-style-type: none"> <li>• Complete Community Intervention</li> </ul>

<b>Weeks</b>	<b>Class Meetings (Zoom)</b>	<b>Topics &amp; Instructional Materials</b>	<b>Activities, Assignments &amp; Examinations</b>
<b>Happy Thanksgiving! 11/27-29</b>			<b>Presentation feedback</b>
<b>Week 15 12/1-7</b>			<ul style="list-style-type: none"> <li>• Complete online class evaluation</li> <li>• Complete Final Exam 12/7 by 11:59pm</li> </ul>
<b>Week 16 12/8-12</b>	ONLINE		<ul style="list-style-type: none"> <li>• Complete online class evaluation</li> </ul>