CALIFORNIA STATE UNIVERSITY, LONG BEACH

SW 699C: Applied Social Work Project II – Child and Family Well Being

Instructor:
Office:
Office Hours:

Telephone:
E-mail:

Catalog Description
This second course of a 2-semester sequence is a culminating experience incorporating analysis, synthesis, and evaluation of the MSW curriculum. Implementation of knowledge, skills, values, and practice methods related to all size systems is emphasized using a multicultural perspective. Letter grade only (A-F).

Course Description
The Applied Social Work Project is a two-semester course that allows social work students to enhance and demonstrate their integrated, comprehensive social work skills in the context of the community. Over the course of two semesters, students will work individually, in groups with their peers, and in partnership with community members and service providers to engage and understand the community, to assess community strengths and challenges, and design and evaluate a collaborative community project. The Applied Social Work project will help students to integrate course content across the entire MSW program within the context of their own specialization.

Course Objectives
Upon successful completion of the course, the student will be able to:

1. Demonstrate critical thinking that integrates theories, research, practice, policy, values, and ethics within practice settings in all size systems.
2. Demonstrate professional use of self-including social position, strengths, challenges and how these might influence all facets of professional practice.
3. Analyze, evaluate, select and apply current literature and practice interventions to assess all size systems and to inform practice model design and use.
4. Demonstrate skills in oral and written communication, community engagement and resource development that support effective and meaningful collaboration among diverse stakeholders.
5. Develop and implement proposed intervention method that incorporates theory, research, policy, and practice; addresses the impact of oppression, discrimination, and privilege; and utilizes social justice frameworks that address the needs of community stakeholders.

Course Format
The following modalities will be used to facilitate students' learning:

- Lecture (instructor and guest speakers)
- Small group discussions
- Large group discussions
- Experiential exercises
- Community work
- Collaborative (students and instructor) questions generating dialogue and debate
- Multimedia presentations, including videos, PowerPoint, and overheads

Textbooks
No textbook is required for this course. Course readings will be assigned throughout the semester.

Course Schedule

Date	Week	Topic	Assignment
	1	Introduction to the Course, Group Process Review, & Project Update	
	2	Review of timeline development, goal setting, objectives, integration of logic models, program diagram, evaluation	Initial meetings with stakeholders complete
	3	Community time (No On-campus meetings)	• Submit Draft Project Plan to Dropbox • Discussion Board 1 Due
	4	Funding and Budgeting	
	5	Group/Instructor consultation Community time	Project Plan Draft Due
	6	Community time (No On-campus meetings)	• Final Project Plan Due • Discussion Board 2 Due
	7	Evaluation, analysis, interpretation and presentation of data	Bring Contribution to Group-Self/Peer Rating Form
	8	Group/Instructor consultation Community time	
	9	Group/Instructor consultation Community time	
	10	Group/Instructor consultation Community time	• Review final report & poster guidelines

	11	**Mandatory** Group/Instructor consultation Community time	• Executive Summary Draft Due
	12	Group/Instructor consultation Community time	• Submit draft poster to Dropbox • Discussion Board 3 Due
	13	Group/Instructor consultation	Mock Poster Presentation
	14	Mock poster presentations, poster preparation, and group process Community Interventions and Sustainability, Course synthesis, 2nd round of Mock presentations as needed	• Submit final poster to Dropbox
	15	Poster Presentations **--Final class meeting on 5/8—** Final Paper/Project Due Contribution to Group Form Due	• Poster Presentation • Final Paper/Project Due • Contribution to Group-Self-Peer Rating Form Due
	16	**Finals**	• Integration Paper Due • Confirmation Email from Community Partner Due

Assignments and Examinations

Course assignments and exams are designed to facilitate the integration of classroom content and fieldwork and are structured to facilitate sequential understanding of the subject matter. They are designed to provide opportunities to use analytic, verbal, and written skills, parallel to social work practice related to the course focus. They include the following activities:

Assignments	**Points**	**Weight**
Project Plan The purpose of this assignment is to assist the project group members in constructing a detailed project plan to facilitate the development, implementation and evaluation of the applied project. It also provides documentation for the community partner stakeholders to replicate the project to ensure sustainability. Detailed guidelines will be provided via BeachBoard.	**20**	**20%**

Final Paper/Project The final report is the culmination of the two semester SW 698-699C Applied Research Project courses. The final report is designed to articulate and demonstrate the development, implementation and evaluation of the Applied Project. Students will provide detailed description and analysis of each component of the Project. The Public Product is a complementary deliverable aimed towards the community or stakeholder groups. Each group will be expected to disseminate research products including findings and all materials developed in the course of this project (also included in the appendix of the final report). Dissemination should use a format and method appropriate given the project, stakeholders, organization and target population. Detailed guidelines will be provided via BeachBoard.	**30**	**30%**
Project Poster Presentation The intent of this assignment is to allow the students the opportunity to showcase their work and enhance public speaking abilities. Specifically, students will create a poster presentation of their applied project. Possible areas to include are: Brief description of need/problem, target population, stakeholder group (partner agency or community partner), development of project, implementation steps and evaluation findings. Recommendations for next steps in practice, policy and research are also provided. The evaluation of the poster presentation will be conducted by the course instructor and an external reviewer-a faculty member within the School of Social Work. The instructor of the course will make arrangements with one of her/his colleagues to attend and evaluate the poster presentations. Detailed guidelines will be provided via BeachBoard. NOTE- printing cost is at the expense of each student group. Options will be provided by the instructor.	**15**	**15%**
Integration Paper The purpose of this integration paper is for students to demonstrate the integration of theory, practice, research and policy as a result of completing this project. Content for this paper should be drawn from course work and internships in the social work field. This assignment will also provide a self-assessment of the students' own professional growth, development, and use of self in social work practice. Detailed guidelines will be provided via BeachBoard.	**20**	**20%**
Class and BeachBoard Discussion Participation & Attendance Class attendance and participation in class and discussion board activities are required. You are expected to take an active role in the presentation and discussion of course topics in person and electronically. During all sessions, you are expected to attend all classes and to complete the readings before class begins. You are expected to participate in discussions in class and online by sharing information from the reading, community experiences, and/or current events. Full participation is essential to your learning in the class and will allow you to successfully apply the course material in a way that is personally and professionally meaningful.	**10**	**10%**
Contribution to Group Project - Self and Peer Rating The aim of this rating scale is for students to reflect upon and evaluate their own and classmates' contributions throughout the course of the	**5**	**5%**

semester. It is an opportunity for students to honestly reflect upon their contributions to the applied project process and to provide honest feedback to their group mates regarding their contributions. It is expected that the feedback will give students the chance to identify opportunities for growth to be realized in their work on future group projects. Detailed guidelines will be provided via BeachBoard.		

Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Social Work Competencies
The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW 699C) that meet the Educational Policy and Accreditation Standards (EPAS). This course extends and enhances the nine core competencies to prepare students for practice in the area of Child and Family Well-being.

EPAS Competencies and Behaviors Assessed in this Course*

Competencies addressed	**Behaviors**	**Course objectives**	**Assignments**
C1.Demonstrate Ethical and Professional Behavior	Apply ethical decision-making skills (e.g., competing values, client/constituent rights, legal parameters, and shifting social mores) with emphasis on issues related to child welfare and family stability.	2, 4, 5	Project Plan Final Paper/Project Self-Reflection Paper And Integration Paper
C2. Engage Diversity and Difference in Practice	Demonstrate appreciation of the influence of culture and diversity on child rearing and family interactions.	2, 4, 5	Project Plan Final Paper/Project Self-Reflection Paper And Integration Paper
C4. Engage In Practice-informed Research and Research-informed Practice	Critically evaluate best practices and evidence-based interventions for children and families.	1, 3, 5	Project Plan Final Paper/Project Project Poster Presentation
C6. Engage With Individuals, Families, Groups, Organizations, and Communities	Demonstrate skills (e.g., critical thinking, interpersonal skills, and leadership) required for effectively engaging with children and families individually and in groups, the organizations serving them, and/or their communities.	2, 3, 4	Project Plan Final Paper/Project Self-Reflection And Integration Paper
C8. Intervene With Individuals, Families, Groups, Organizations, and Communities	Critically analyze and use appropriate evidence-based tools and strategies in interventions with children and families at all levels of social work practice.	3, 5	Project Plan Self and Peer Rating Scale Final Paper/Project Project Poster Presentation

*Includes knowledge, values, skills, cognitive and affective processes.

Detailed Course Schedule and Reading Assignments

Week 1: Introduction to the Course

Week 2: Review of timeline development, goal setting, objectives, integration of logic models, program diagram, evaluation

Required Readings:

Bayne-Smith, M., Mizrahi, T., & Garcia, M. (2008). Interdisciplinary community collaboration: Perspectives of community practitioners on successful strategies. *Journal of Community Practice*, *16*(3), 249-269.

Gibson, P. A., & Haight, W. (2013). Caregivers' moral narratives of their African American children's out-of-school suspensions: Implications for effective family-school collaborations. *Social Work, 58*(3), 263-272.

Complete initial meetings with stakeholders

Week 3: Community Time (No on-campus meetings)

Supplemental Readings:

The Community Took Box. (2015). Developing a logic model or theory of change. In *Work Group for Community Health and Development*. University of Kansas. Retrieved from: http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main

Kettner, P. M., Moroney, R. M., & Martin, L. L. (2012). *Designing and managing programs: An effectiveness-based approach* (4^{th} ed.). Los Angeles, CA: Sage Publications. Chapter 6: Selecting the Appropriate Intervention Strategy, Chapter 7: Setting Goals and Objectives.

Submit Draft Project Plan **Discussion Board 1 Assignment Due**

Week 4: Funding and Budgeting

Required Readings:

Beckett, J., Rudd, J., & O'Donnell, S. (2005). Funding community organizing: Promising practices, enduring challenges. *Social Policy, 36*(1), 55-61.

Dodge, J., Hofmann-Pinilla, A., Beard, A., & Murphy, C. (2013). *Beyond foundation funding: Revenue-generating strategies for sustainable social change*. Retrieved from: https://wagner.nyu.edu/files/leadership/BeyondFoundationFunding2013.pdf

Minieri, J. (2009). Untapped: How community organizers can develop and deepen relationships with major donors and raise big money. *Center for Community Change*. Retrieved from http://www.factservices.org/DLs/untapped%206-09.pdf

Weeks 5: Group/Instructor Consultation & Community Time

Project Plan Draft Due

Week 6: Community Time

Required Readings:

Perrault, E., McClelland, R., Austin, C., & Sieppert, J. (2011). Working together in collaborations: Successful process factors for community collaboration. *Administration in Social Work, 35*(3)*,* 282-298.

Sanders, M., & Kirby, J. (2012). Consumer engagement and the development, evaluation, and dissemination of evidence-based parenting programs. *Behavior Therapy, 43*(2), 236-250.

Cederbaum, J. A., Song, A., Hsu, H., Tucker, J. S., & Wenzel, S. L. (2014). Adapting and evidence-based intervention for homeless women: Engaging the community in shared decision-making. *Journal of Health Care for the Poor and Underserved, 25*(4), 1552-1570.

Supplemental Readings:

Beck, E., Ohmer, M., & Warner, B. (2012). Strategies for preventing neighborhood violence: Toward bringing collective efficacy into social work practice. *Journal of Community Practice*, *20*(3), 225-240.

Gates, A. B. (2014). Integrating social services and social change: Lessons from an immigrant worker center. *Journal of Community Practice, 22*(1/2)*,* 102-129.

Garcia, A. P., Minkler, M., Cardenas, Z., Grills, C., & Porter, C. (2014). Engaging homeless youth in community-based participatory research: A case study from skid row, Los Angeles, CA. *Health Promotion Practice, 15*(1), 18-27.

Final Project Plan Due
Discussion Board 2 Assignment Due

SSW PE 4.1 INTRODUCED
SSW PE 9.1 INTRODUCED

Week 7:
Week 7: Evaluation, analysis, interpretation and presentation of data
(Guest speaker: Stephanie Harper, MSW,
Performance Auditor, Long Beach City Auditor's Office)

Required Readings:

Joly, B.M., Williamson, M.E., Pukstas Bernard, K., Mittal, P., & Pratt, J. (2012). Evaluating community outreach efforts: A framework and approach based on a national mental health demonstration project. *Journal of MultiDisciplinary Evaluation, 8*(17)*,* 46-56.

Kelly, C. M., Hoehner, C. M., Baker, E. A., Brennan Ramirez, L. K., & Brownson, R. C. (2006). Promoting physical activity in communities: Approaches for successful evaluation of programs and policies. *Evaluation and Program Planning*, *29*(3), 280-292.

Supplemental Readings:

Doody, O., Slevin, E., & Taggart, L. (2013). Focus group interviews part 3: Analysis. *British Journal of Nursing, 22*(5)*,* 266-269.

O'Connor, H., & Gibson, N. (2003). A step-by-step guide to qualitative data analysis. *Journal of Aboriginal and Indigenous Community Health*, *1*(1), 63-90.

Parrish, D. E., Harris, D., & Pritzker, S. (2013). Assessment of a service provider self-study method to promote interorganizational and community collaboration. *Social Work*, *58*(4), 354-364.

Shapiro, V. B., Oesterle, S., Abbott, R. D., Arthur, M. D., & Hawkins, J. D. (2013). Measuring dimensions of coalition functioning for effective and participatory community practice. *Social Work*, *37*(4), 349-359.

Bring Contribution to Group-Self-Peer Rating Form

Week 8: Group/Instructor Consultation & Community Time

Week 9: Group/Instructor Consultation & Community Time

Week 10: Group/Instructor Consultation & Community Time

Week 11: Mandatory Group/Instructor Consultation & Community Time

Submit Draft of Executive Summary

Week 12: Group/Instructor Consultation & Community Time

Submit Draft Poster
Discussion Board 3 Assignment Due

Week 13: Mock poster presentations, poster preparation, and group process

Draft Poster Presentation Due & Mock Presentation

Weeks 14: Community Interventions and Sustainability, course synthesis, & 2nd round of mock presentations as needed

Required Readings:

Blasinsky, M., Goldman, H. H., & Unützer, J. (2006). Project IMPACT: A report on barriers and facilitators to sustainability. *Administration and Policy in Mental Health and Mental Health Services Research, 33*(6), 718-729. doi:10.1007/s10488-006-0086-7

Chambers, D. A., Glasgow, R. E., & Stange, K. C. (2013). The dynamic sustainability framework: Addressing the paradox of sustainment amid ongoing change. *Implementation Science, 8*(117), 1-11. Retrieved from: http://www.implementationscience.com/content/8/1/117

Stanhope, V., Videka, L., Thorning, H., & McKay, M. (2015). Moving toward integrated health: An opportunity for social work. *Social Work in Health Care*, *54*(5), 383-407.

Final Poster Presentation Due & Mock Presentation (as needed)

Week 15: Poster Presentations – Tuesday, May 5th 6-8pm

<u>Assignments due May 8th</u>
Final Paper/Project and Contribution to Group-Self-Peer Rating Form Due

Finals Week:

Integration Paper & Confirmation Email from Community Partner Due

Supplemental Bibliography

<u>Journal Articles</u>

Airhihenbuwa, C., & Liburd, L. (2006). Eliminating health disparities in the African American population: The interface of culture, gender, and power. *Health Education & Behavior*, *33*(4), 488–501.

Allen, P., Nelson, H., & Netting, F. (2007). Current practice and policy realities revisited: Undertrained nursing home social workers in the U.S. *Social Work in Health Care*, *45*(4), 1-22.

Altpeter, M., Mitchell, J., & Pennell, J. (2005). Advancing social workers’ responsiveness to health disparities: The case for breast cancer screening. *Health & Social Work*, *30*(3), 221–232.
Auerbach, C., Mason, S., & LaPorte, H. (2007). Evidence that supports the value of social work in hospitals. *Social Work in Health Care*, *44*(4), 17-32.
Ball, K., Timperio, A., & Crawford, D. (2009). Neighborhood socioeconomic inequalities in food access and affordability. *Health & Place*, *15*(2), 578-585.
Barca, F., McCann, P., & Rodríguez-Pose, A. (2012). The case for regional development intervention: Place-based versus place-neutral approaches. *Journal of Regional Science, 52*(1), 134-152.
Baril, A. (2015). How dare you pretend to be disabled? The discounting of transabled people and their claims in disability movements and studies. *Disability & Society, 30*(5), 689-703.
Bayne-Smith, M., Mizrahi, T., & Garcia, M. (2008). Interdisciplinary community collaboration: Perspectives of community practitioners on successful strategies*. Journal of Community Practice, 16*(3), 249-269.
Beck, E., Ohmer, M., & Warner, B. (2012). Strategies for preventing neighborhood violence: Toward bringing collective efficacy into social work practice. *Journal of Community Practice*, *20*(3), 225- 240.
Beckett, J., Rudd, J., & O'Donnell, S. (2005). Funding community organizing: Promising practices, enduring challenges. *Social Policy, 36*(1), 55-61.
Berkman, L., & Lochner, K. (2002). Social determinants of health: Meeting at the crossroads. *Health Affairs*, *21*(2), 291-293.
Betancourt, J., Green, A., Carrillo, J., & Park, E. (2005). Cultural competence and health care disparities: Key perspectives and trends. *Health Affairs*, *24*(2), 499–505.
Birkenmaier, J., & Curley, J. (2009). Financial credit: Social work’s role in empowering low-income families. *Journal of Community Practice, 17*(3), 251-268.
Blanchet-Cohen, N., & Salazar, J. (2009). Empowering practices for working with marginalized youth. *Relational Child & Youth Care Practice, 22*(4), 5-15.
Blasinsky, M., Goldman, H. H., & Unützer, J. (2006). Project IMPACT: A report on barriers and facilitators to sustainability. *Administration and Policy in Mental Health and Mental Health Services Research, 33*(6), 718-729. doi:10.1007/s10488-006-0086-7
Bowen, G. L., Ware, W. B., Rose, R. A., & Powers, J. D. (2007). Assessing the functioning of schools as learning organizations. *Children & Schools*, *29*(4), 199-208.
Breton, M. (2010). Neighborhood resiliency. *Journal of Community Practice*, *9*(1), 21-36.
Brondolo, E., Gallo, L., & Myers, H. (2009). Race, racism and health: Disparities, mechanisms, and interventions. *Journal of Behavioral Medicine*, *32*(1), 1-8.
Bronstein, L., Kovacs, P., & Vega, A. (2007). Goodness of fit: Social work education and practice in healthcare. *Social Work in Health Care*, *45*(2), 59-76.
Brown, B., Heaton, P., & Wall, A. (2007). A service-learning elective to promote enhanced understanding of civic, cultural, and social issues and health disparities in pharmacy. *American Journal of Pharmaceutical Education*, *71*(1), 1-7.
Burke, K., Morris, K., & McGarrigle, L. (2012). *An introductory guide to implementation: Terms, concepts and frameworks*. Center for Effective Services. Retrieved from Lenus Irish Health Repository: http://www.lenus.ie/hse/handle/10147/306846
Cabassa, L. J., Druss, B., Wang, Y., & Lewis-Fernández, R. (2011). Collaborative planning approach to inform the implementation of a healthcare manager intervention for Hispanics with serious mental illness: A study protocol. *Implementation Science*, *6*(1), 80-92.
Casagrande, S., Whitt-Gloer, M., Lancaster, K., Odoms-Young, A., & Gary, T. (2009). Built environment and health behaviors among African Americans. *American Journal of Preventive Medicine*, *36*(2), 174–181.
Cederbaum, J. A., Song, A., Hsu, H., Tucker, J. S., & Wenzel, S. L. (2014). Adapting and evidence-based intervention for homeless women: Engaging the community in shared decision-making. *Journal of Health Care for the Poor and Underserved, 25*(4), 1552-1570.
Chambers, D. A., Glasgow, R. E., & Stange, K. C. (2013). The dynamic sustainability framework: Addressing the paradox of sustainment amid ongoing change. *Implementation Science, 8*(117), 1-11. Retrieved from: http://www.implementationscience.com/content/8/1/117

Cheatham, C., Barksdale, D., & Rodgers, S. (2008). Barriers to health care and health-seeking behaviors faced by Black men. *Journal of the American Academy of Nurse Practitioners*, *20*(11), 555-562.

Choi, N. G., Wilson, N. L., Sirrianni, L., Marinucci, M. L., & Hegel, M. T. (2014). Acceptance of home-based telehealth problem-solving therapy for depressed, low-income homebound older adults: Qualitative interviews with the participants and aging-service case managers. *The Gerontologist*, *54*(4), 704-713.

Christens, B., & Kirshner, B. (2011). Taking stock of youth organizing: An interdisciplinary perspective. *New Directions for Child & Adolescent Development*, *2011*(134), 27-41.

The Community Took Box (2015). Developing a logic model or theory of change. In *Work Group for Community Health and Development*. University of Kansas. Retrieved from: http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main

Coulton, C., Chan, T., & Mekelbank, K. (2011). Finding place in community change initiatives: Using GIS to uncover resident perceptions of their neighborhoods. *Journal of Community Practice*, *19*(1), 10-28.

Czaja, S. J., Lee, C. C., Branham, J., & Remis, P. (2012). OASIS connections: Results from an evaluation study. *The Gerontologist, 52*(5), 712-721. doi:10.1093/geront/gns004

Denhardt, J., Terry, L., Delacruz, E., & Andonoska, L. (2009). Barriers to citizen engagement in developing countries. *International Journal of Public Administration*, *32*(14), 1268-1288.

Dobbie, D, & Richards-Shuster, K. (2008). Building solidarity through difference: A practice model for critical multicultural organizing. *Journal of Community Practice, 16(3),* 317-337.

Dodge, J., Hofmann-Pinilla, A., Beard, A., & Murphy, C. (2013). *Beyond foundation funding: Revenue-generating strategies for sustainable social change*. Retrieved from: https://wagner.nyu.edu/files/leadership/BeyondFoundationFunding2013.pdf

Doody, O., Slevin, E., & Taggart, L. (2013). Focus group interviews part 3: Analysis. *British Journal of Nursing, 22*(5)*,* 266-269.

Fingerman, K. L., (2009). Consequential strangers and peripheral ties: The importance of unimportant relationships. *Journal of Family Theory & Review*, *1*(2), 69-86.

Finifter, D., et al. (2005). A comprehensive, multitiered, targeted community needs assessment model. *Family Community Health*, *28*(4), 293-306.

Flay, B. R., Biglan, A., Boruch, R. F., Castro, F. G., Gottfredson, D., Kellam, S., Moscicki, E. K., Schinke, S., Valentine, J. C., & Ji, P. (2005). Standards of evidence: Criteria for efficacy, effectiveness and dissemination. *Prevention Science, 6*(3), 151-175.

Fraser, M. W., & Galinsky, M. J. (2010). Steps in intervention research: Designing and developing social programs. *Research on Social Work Practice*, *20*(5), 459-466.

Garcia, A. P., Minkler, M., Cardenas, Z., Grills, C., & Porter, C. (2014). Engaging homeless youth in community-based participatory research: A case study from skid row, Los Angeles, CA. *Health Promotion Practice, 15*(1), 18-27.

Garcia, M., & McDowell, T. (2010). Mapping social capital: A critical contextual approach for working with low-status families. *Journal of Marital & Family Therapy*, *36*(1), 96-107.

Gates, A. B. (2014). Integrating social services and social change: Lessons from an immigrant worker center. *Journal of Community Practice, 22*(1/2)*,* 102-129.

Gehlert, S., Mininger, C., Sohmer, D., & Berg, K. (2008). (Not so) gently down the stream: Choosing targets to ameliorate health disparities. *Health & Social Work*, *33*(3), 163-167.

Gehlert, S., Sohmer, D., Sacks, T., Mininger, C., McClintock, M., & Olopade, O. (2008). Targeting health disparities: A model linking upstream determinants to downstream interventions. *Health Affairs*, *27*(2), 339-349.

Gibson, P. A., & Haight, W. (2013). Caregivers' moral narratives of their African American children's out-of-school suspensions: Implications for effective family-school collaborations. *Social Work, 58*(3)*,* 263-272.

Gorin, S., Gehlert, S. J., & Washington, T. A. (2010). Health care reform and health disparities: Implications for social workers. *Health & Social Work, 35*(4)*,* 243-247.

Jackson-Elmore, C. (2005). Informing state policymakers: Opportunities for social workers. *Social Work, 50*(3*),* 251-561.
Jewell, J., et al. (2009). Building the unsettling force: Social workers and the struggle for human rights. *Journal of Community Practice, 17*(3), 309-322.
Joly, B. M., Williamson, M. E., Pukstas Bernard, K., Mittal, P., & Pratt, J. (2012). Evaluating community outreach efforts: A framework and approach based on a national mental health demonstration project. *Journal of MultiDisciplinary Evaluation, 8*(17)*,* 46-56*.*
Kelly, C. M., Hoehner, C. M., Baker, E. A., Brennan Ramirez, L. K., & Brownson, R. C. (2006). Promoting physical activity in communities: Approaches for successful evaluation of programs and policies. *Evaluation and Program Planning*, *29*(3), 280-292.
Ketsche, P., Adams, E., Wallace, S., Kannan, V., & Kannan, H. (2011). Lower-income families pay a higher share of income toward national health care spending than higher-income families do. *Health Affairs*, *30*(9), 1637-1646.
Lehning, A., Scharlach, A., & Price Wolf, J. (2012). An emerging typology of community aging initiatives. *Journal of Community Practice, 20*(3), 293-316.
Leventhal, T., & Brooks-Gunn, J. (2005). Neighborhood and gender effects on family processes: Results from the moving to opportunity program. *Family Relations*, *54*(5), 633-643.
Lund, E. (2011). Community-based services and interventions for adults with disabilities who have experienced interpersonal violence: A review of the literature. *Trauma Violence Abuse, 12*(4), 171-182.
Minieri, J. (2009). *Untapped: How community organizers can develop and deepen relationships with major donors and raise big money*. Center for Community Change. Retrieved from http://www.factservices.org/DLs/untapped%206-09.pdf
Mizrahi, T., Humphreys, M. L., & Torres, D. (2009). The social construction of client participation: The evolution and transformation of the role of service recipients in child welfare and mental disabilities. *Journal of Sociology & Social Welfare, 36*(2), 35-61.
Nenga, S. K. (2011). Volunteering to give up privilege? How affluent youth volunteers respond to class privilege. *Journal of Contemporary Ethnography, 40*(3), 263-289.
Netto, G., Bhopal, R., Lederle, N., Khatoon, J., & Jackson, A. (2010). How can health promotion interventions be adapted for minority ethnic communities? Five principles for guiding the development of behavioural interventions. *Health Promotion International, 25*(2), 248-257.
Nicotera, N. (2007). Measuring neighborhood: A conundrum for human services researchers and practitioners. *American Journal of Community Psychology*, *40*(1/2), 26-51.
O'Donnell, P., Farrar, A., BrintzenhofeSzoc, K., Danis, M., Grady, C., Taylor, C., & Ulrich, C. (2008). Predictors of ethical stress, moral action and job satisfaction in health care social workers. *Social Work in Health Care*, *46*(3), 29-51.
Ohmer, M. L., & Korr, W. S. (2006). The effectiveness of community practice interventions: A review of the literature. *Research on Social Work Practice, 16*(2), 132-145.
Oliver, M. N., & Muntaner, C. (2005). Researching health inequities among African Americans: The imperative to understand social class. *International Journal of Health Services*, *35*(3), 485-498.
Parrish, D.E., Harris, D., & Pritzker, S. (2013). Assessment of a service provider self-study method to promote interorganizational and community collaboration. *Social Work*, *58*(4), 354-364.
Perrault, E., McClelland, R., Austin, C., & Sieppert, J. (2011). Working together in collaborations: Successful process factors for community collaboration. *Administration in Social Work, 35*(3)*,* 282-298.
Rafaeli, E., & Gleason, M. E. J. (2009). Skilled support within intimate relationships. *Journal of Family Theory & Review*, *1*(1), 20-37.
Reifsnider, E., Gallagher, M., & Forgione, B. (2005). Using ecological models in research on health disparities. *Journal of Professional Nursing*, *21*(4), 216-222.
Rohe, W.M. (2009). From local to global: One hundred years of neighborhood planning. *Journal of the American Planning Association, 75*(2), 209-230.
Rothman, J. (2007). Multi modes of intervention at the macro level. *Journal of Community Practice, 15*(4)*,* 11-40.
Sanders, M., & Kirby, J. (2012). Consumer engagement and the development, evaluation, and

dissemination of evidence-based parenting programs. *Behavior Therapy, 43*(2), 236-250.
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UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES- Spring 2020

NEW UNIVERSITY POLICY (As of August 2, 2018) REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided "BeachMail" (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your "preferred" email account in MyCSULB*. However, if you wish to continue receiving official campus communication at your personal email accounts, you may Use Rules to Automatically Forward Messages from your BeachMail account to your preferred personal email account. You can access your BeachMail (Outlook) account within the campus Single Sign-On (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.
The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)
http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) office located at 270 Brotman Hall. The telephone number is (562) 985-5401.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)
General Policies
CSULB Statement on Civility and Acts of Violence
http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.
The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations
All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior
It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)
The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism

Definition of Plagiarism
Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating
Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in

part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action
One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

a. Review – no action.
b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
c. A requirement that the work be repeated;
d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
e. Assignment of a failing final grade;
f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance
http://catalog.csulb.edu/content.php?catoid=2&navoid=30

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW courses.

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences
Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

a. Illness or injury to the student
b. Death, injury, or serious illness of an immediate family member or the like
c. Religious reasons (California Education Code section 89320)
d. Jury duty or government obligation

e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Attendance and Absences in Field Education Internship Placement

Please refer to the Field Education Manual for absences in field education internship placement and seminar requirements.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. Absences impact a student's academic work and performance as well as the participation of other students. For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars). For Summer Session I or III courses, which meet twice a week for only six weeks, students are allowed only one absence. The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly. Students are encouraged to save these absences for situations in which they may not be in control of circumstances.

One additional absence will be allowed without consequence to the final grade **ONLY** for illness, injury, or other University established excused absences (as specified above in A. Excused Absences) and **only** when documentation is provided.

1. Students who anticipate extended or multiple absences, beyond the maximum of two absences allowed as specified above, during a particular semester should consult with the Director of Field Education (if they will be in their field education internship or seminar) and Graduate Program Coordinator before enrolling in any classes to determine whether it will be possible to complete field education placement/seminar requirements and course requirements and develop alternatives to making up missed work as required.
2. Students who realize after enrollment that they will have extended or multiple absences, beyond the maximum of two absences allowed as specified above, should consult with the Director of Field Education (if they are in a field education in internship placement/seminar) and Graduate Program Coordinator to see whether it will be possible to complete field education placement/seminar and course requirements and develop alternatives to making up missed work as required.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by Bob Murphy Access Center at (email: dss@csulb.edu, telephone: (562) 985-5401, location: Brotman Hall Room 270). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog
http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate – Attendance Policy, Policy Statement 01-01
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)
Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb

Cancellation of Registration or Withdrawal from CSULB
Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)
Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction
Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction
Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction
Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal
No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
Withdrawals in terms prior to fall 2009 at CSULB,
Withdrawals at institutions other than CSULB, and
Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal
CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,
and
b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)
An “Incomplete” grade (“I”) signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an “I” is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Absenteeism (I)
Students are responsible to attend all class meetings, participate in discussion board activities, and associated project group meetings. A student attendance sheet will be provided at every class. It is your responsibility to ensure that you sign-in on the sheet when you attend the class.

If you plan to miss a class, you (not a classmate) must notify the instructor and cc: your Group mates via email at least 24-hours prior to the beginning of the class you will miss (e.g., if you plan to miss a Friday class that starts at 1:00 p.m., you will need to contact the instructor no later than the previous day, Thursday, by 1:00 p.m.).

If you miss a class because of sickness, an emergency, or unforeseen family obligations, you (not a classmate) must notify the instructor and cc: your Group mates via email within 36-hours of the beginning of the class you miss (e.g., if you unexpectedly miss a Friday class that starts at 1:00 p.m., you will need to contact the instructor no later than, Sunday, by 1:00 a.m.).

In addition, it is expected that all students will arrive to class on-time, and remain in class the entire duration of the class. Excessive tardiness or early departure from class will impact your overall grade.

Accessibility (I)

Many students experience challenges accessing their basic needs like food, housing, and financial resources. It can be difficult to do your best in class if you have trouble accessing safe shelter, sleep, and nutrition. Any student who faces challenges securing their food or housing and is urged to contact the CSULB Basic Needs Program for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any support or resources that she may possess. Students may also apply for emergency grants as a part of the Basic Needs Program. We are here to help.

Laptops/Texting Devices/Cell phones (I)
Laptop computers may be used in the class to take notes ONLY. If computers are used for any other reason (i.e., checking emails, Facebook, online surfing or shopping, googling etc.) then the student is not being "present" for class and will be marked absent which can affect the student's class participation grade.

Messaging Devices (I)
Due to the disruptive nature of messaging devices (e.g., cell phones, iPods, iPads, iPhones, and smartphones) it is required that all such devices are turned off while in class. Use of these devices will imply the student is not being "present" for class and will be marked absent which can affect your class participation grade.

In the event of a crisis that requires the student to be accessible to employers or significant others, please inform the instructor at the beginning of class and select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning process and environment as well as colleagues.

Confidentiality and Respect (I)
Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)
All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 10% reduction in score unless an acceptable alternative has been negotiated with the instructor. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)
This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

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SW 699C - Applied Projects II – Practice Activities and Assignments

SSW PE 1.1 ASSESSED

SSW PE 2.1 ASSESSED

SSW PE 4.1 ASSESSED

SSW PE 4.2 ASSESSED

SSW PE 4.3 ASSESSED

SSW PE 5.1 ASSESSED

SSW PE 6.1 ASSESSED

SSW PE 6.2 ASSESSED

SSW PE 8.1 ASSESSED

SSW PE 8.2 ASSESSED

PROJECT PLAN

PROJECT PLAN

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Worsheet # 1 – Developing Goals and Objectives

Project goal

Provide a *project goal* that indicates the programmatic direction. The *project goal* should be a statement of expected long-range accomplishments. Be sure to use strengths-based language.

Project description

Insert 1-2 sentences of the *project description* used in the project plan

Potential Project Categories

The following are the four most common *Projects* that *Project Groups* typically develop and implement:

1. An *Educational Program*: e.g., conducting an educational workshop (or series of workshops), developing and presenting a curriculum, developing and presenting a resource guide;
2. A *Resource allocation Event*: e.g., holding an event whereby participants are provided with resources from multiple community agencies;
3. A *Collaborative/coalition building Meeting*: e.g., conducting a meeting that brings together community agencies with a common purpose to address a problem relevant to that common purpose (e.g., service gaps); or
4. A *Collaborative/coalition building Campaign*: e.g., soliciting/securing resources/donations for a Community partner agency

Type of Project Category(ies):

Identify the Project category(ies) applicable to your project based upon the information on the previous page.[1]

Outcome objectives – Measurable indicators

Generally the projects groups design and implement fall into one of three categories: 1) *Educational programs*; 2) *Resource allocation*; 3) *Coalition building/collaboratives or campaigns*. Each group will need to identify the relevant *Measurable indicators* for their project (the instructions throughout this worksheet refer to *Measurable indicators*). Dependent upon what category of project the group is designing, the type of *Measurable indicators* they use will be different as outlined in the following table:

	Educational programs	**Resource allocation**	**Coalition building/ Collaboratives/campaigns**	**Can be used to construct the following types of *Outcome objectives***
Measurable indicator #1	Participant's knowledge	Participant's/ agency's knowledge about available resources	Participant's/ agency's knowledge about additional resources	**Initial [2]**

1 Note: because of the demands on time and resources that students experience in this class (and in others), developing and implementing an Project that involves multiple Project categories should only be considered by a Project Group that has a clear understanding of the potential time and resource commitments that may go along with such a decision.

2 A knowledge-based measurable indicator may be used for the Intermediate Outcome Objectives; however, it must be different than the knowledge-based measurable indicator used for Initial Outcome Objective #1. Similarly, measurable

Measurable indicator #2	Participant's attitudes/ intent/ perceptions	Participant's/ agency's access to available resources	Participant's/ agency's willingness/intent/commitment to collaborate	**Initial** [2]
Measurable indicator #3	Participant's skills	Participant's/ agency's expansion of service provision opportunities	Participant's/ agency's expansion of service provision opportunities	**Initial** [2]
Measurable indicator #4	A social condition related to the identified social problem 3	A social condition related to the identified social problem [3]	A social condition related to the identified social problem [3]	**Intermediate**
Measurable indicator #5	The social problem	The social problem	The social problem	**Long-term**

Identify six *Measurable indicators* for your project by completing the following table. First, provide the specific and concrete *Measurable indicators* relevant to your planned project (provide more detail than is provided in the previous table (e.g., for an *Educational program,* what specific skills (*Measurable indicator #3*) will participants develop as a result of the education that will be provided in the project?). In addition, identify/propose the data source and data collection method by which the *Measurable indicator* can be measured (more information regarding the appropriate sources to use for measuring the different kinds of *Measurable indicators* are indicated in the instructions for each set of O*utcome objectives: Long-term, Intermediate, and Initial*).

Project category:

	Can be used to construct the following outcome objectives	**Measurable indicator description**	**Data source and data collection method**
Measurable indicator #1	**Initial**		
Measurable indicator #2	**Initial**		
Measurable indicator #3	**Initial**		
Measurable indicator #4	**Intermediate**		
Measurable indicator #5	**Long-term**		

Outcome objectives – Long-term outcome objective

indicators related to participants' attitudes/intent/perceptions and participants' skills can also be used for the Intermediate Outcome Objectives, but they must be different than those measurable indicators used for Initial Outcome Objectives #2 and #3.

3 e.g., 1) if a social problem is identified as 'violence', measurable indicators for the associated social conditions might include 'gang affiliation' or 'police brutality'; or 2) if a social problem is identified as 'homelessness', measurable indicators for the associated social conditions might include 'availability of affordable housing' or 'untreated mental illness'; or 3) if a social problem is identified as 'poor air quality', measurable indicators for the associated social conditions might include 'asthma rates' or 'access to clean burning fuel'

The ***long-term outcome objective*** should indicate how the primary, secondary, or tertiary beneficiaries will be affected or how the social problem will change after one year and should indicate a significant change. This should be directly related to your Problem Resolution Statement from Paper #2 in SW 698C (i.e., how the social problem will be diminished).

Assume that your program has a one-year funding period and is implemented with the frequency identified above in your Program implementation cycle table.

Long-term outcome objective

- HINT: By [insert the specific month and year **ONE YEAR** following completion of the project]… the [insert incidence or prevalence] … of the [**INSERT MEASURABLE INDICATOR #5**] … will be [insert "decreased" or "increased"] … by [insert percentage] … as indicated by [insert data source and data collection method]

Outcome objectives – Intermediate outcome objectives

The ***intermediate outcome objectives*** should indicate how the primary and/or secondary beneficiaries will be affected or how the social problem will change after some intermediate period of time following implementation (but prior to the end of the program implementation cycle). The objectives should represent specific points in time (i.e., month and year) that are far out from the beginning of the program, and should indicate significant movement toward achieving the *long-term outcome objective*.

Intermediate outcome objective

- HINT: By [insert the specific month and year **ONE YEAR** following completion of the project]… the [insert incidence or prevalence]… of [**INSERT MEASURABLE INDICATOR #4**] … will be [insert "decreased" or "increased"] … by [insert percentage] … as indicated by [insert data source and data collection method]

Outcome objectives – Initial outcome objectives

The ***initial outcome objectives*** should indicate how the primary beneficiaries will be **affected immediately following implementation of the project** (i.e., at the time the participant 'walks out the door' after being exposed to the project). Note that the specific date should be the same for each of the *Initial outcome objectives*.

Initial outcome objective #3

- HINT: By [insert specific date (month and year) within this semester] …[insert "the participants" or a descriptor of the primary beneficiaries] …will [insert "decrease" or "increase"] … their [**INSERT MEASURABLE INDICATOR #3**] … by [insert percentage] … as indicated by [insert data source and data collection method]

Initial outcome objective #2

- HINT: By [insert specific date (month and year) within this semester] …[insert "the participants" or a descriptor of the primary beneficiaries] …will [insert "decrease" or "increase"] … their [**INSERT MEASURABLE INDICATOR #2**] … by [insert percentage] … as indicated by [insert data source and data collection method]

Initial outcome objective #1

- HINT: By [insert specific date (month and year) within this semester] …[insert "the participants" or a descriptor of the primary beneficiaries] …will [insert "decrease" or "increase"] … their [**INSERT MEASURABLE INDICATOR #1**] … by [insert percentage] … as indicated by [insert data source and data collection method]

Process objectives

The ***Process objectives*** should indicate the process through which the project will be designed, recruited for and outreached to, and implemented. It is important to note that the three *Initial outcome objectives* will share these *Process objectives*.

Note that: 1) the specific dates for each Process objective should be different; 2) the specific date for *Process objective #3* should match the specific date for the *Initial outcome objectives*; and 3) the number of beneficiaries for *Process objective #2* should be higher than the number for *Process objective #3*):

Process objective #3

What will be implemented and evaluated and when it will be implemented and evaluated

- HINT: By [insert specific date (month and year) within this semester], … the [insert project] … will be delivered to [insert number and name of primary (and/or secondary and tertiary (if applicable)) beneficiaries] … as indicated by [insert way in which participation is recorded].

Process objective #2

Who/what agencies will be outreached to and recruited and when they will be outreached to

- HINT: By [insert specific date (month and year) within this semester], … [insert number and name of primary beneficiaries (and/or secondary and tertiary (if applicable))] … will be recruited to attend [insert your project] … as documented by a recruitment database.

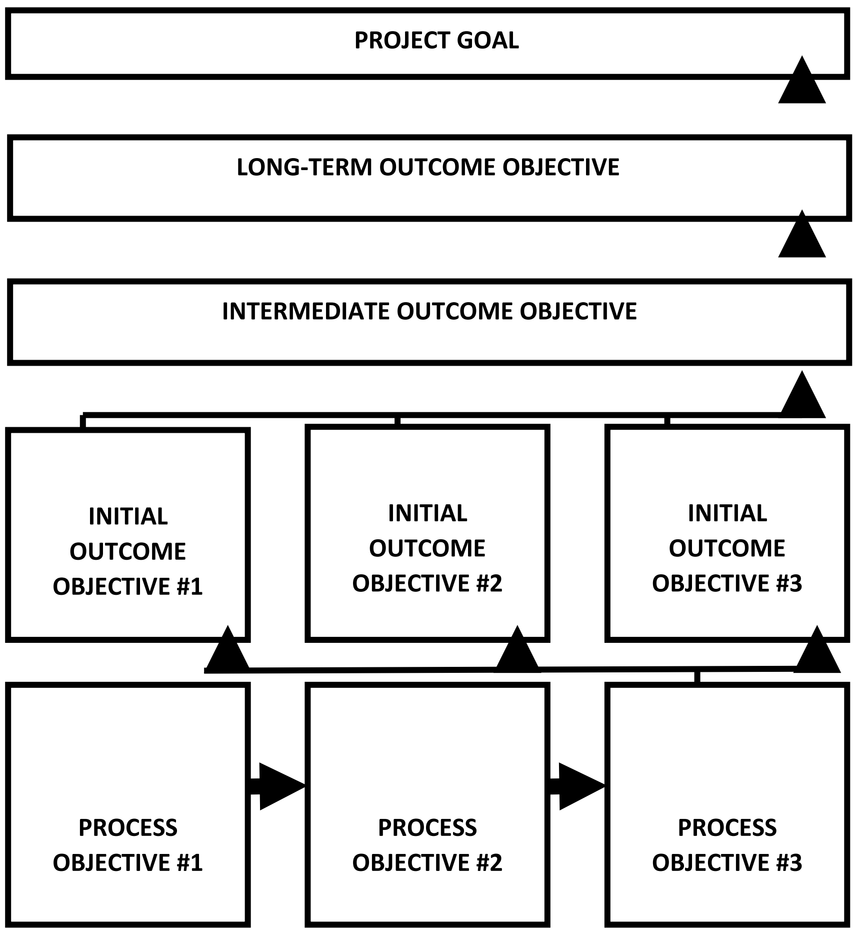
Process objective #1

What will be designed and when it will be designed

- HINT: By <u>[insert specific date (month and year) within this semester]</u>,… an <u>[insert your project]</u> … will be designed to address <u>[your social problem]</u> … as documented by the creation of a … <u>[insert "curriculum," "program," "agenda," or any other relevant descriptor appropriate to your project category]</u>

Logic Model

Construct a diagram for your project (using the information you identified on the previous pages) in a format similar to that provided below.



Worsheet # 2 – Project Timeline

Instructions: Based on the upcoming assignments, process objectives, and initial outcome objectives developed for the project, prepare a task list that outlines the Project Group's tasks for the remainder of the semester. This is an evolving document that will be edited as tasks change and/or are completed. Project Groups will update and resubmit this document multiple times during the semester (one day prior to consultation meetings with your intructor). Note that the task objectives and the description of associated tasks may be different than those identified below. Each Project Group should edit these (including adding additional task objectives and/or description of associated tasks), and adjust row heights to fit additional content as necessary. FIRST DRAFT EDITS TO THIS DOCUMENT SHOULD BE IN BLACK. When editing this document in further drafts, please make all new changes in green.

Delete all instructions from the document before you submit it. Make sure to add a paragraph articulating what the worksheet is to your partner agency and how they might use it or refer to it in the future. Save your document as "Groupname-ProjectTimeline-v1"

Group Name:

Date (add the date in green of the latest revision here (do not delete the previous date) :

Task objectives	Description of associated Tasks	Person(s) responsible for completing the Task	Date for Task completion	Additional information relevant to progress toward completing the Task (e.g., "Edits of draft will be submitted to Sally" or "Agency meeting set-up with E.D. for 10-15-13")
Assignment-related objectives				
Papers (SW 699C)	Conduct research to understand the identified area, population, and social problem	All		Completed - subject to revision for Final Report

Develop Project Plan	Complete first draft of goals and objectives	All		
	Complete first draft of project timeline			
	Complete first draft of project plan			
	Complete second draft of project timeline			
	Submit edits of draft			
	Compile and submit to instructor			
	Make revisions as necessary and re-submit			
Program evaluation framework	Complete first draft			
	Submit edits of draft			
	Compile and submit to instructor			
	Make revisions as necessary and re-submit			
Program budget	Complete first draft during class meeting	All		
	Submit edits to draft			
	Compile and submit to instructor			
	Make revisions as necessary and re-submit			

Final Report	Prepare Cover letter			
	Prepare Title page, Executive summary, Table of contents			
	Revise AP 1 Papers as necessary			
	Compile Final Report and submit to instructor			
	Compile Final Report and submit to community partner contact(s)			
	Forward email to Instructor from re: receipt of Final Report			
SSW PE 8.4 ASSESSED **Poster Presentation**	Prepare visual components			
	Prepare audio components			
	Prepare the Fact Sheet			
	Rehearse and prepare			
	Deliver the presentation to community			
Project-related objectives				
To re-establish/maintain **contact with agency**	Contact partner agency to garner interest and set meeting time to discuss the proposed intervention			
Insert more with details for	Meet with partner agency to discuss the proposed intervention			

YOUR PROJECT in new rows				
	Discuss and debrief findings from partner agency			
To ensure mutual understanding of goals and objectives between group and partner agency	Develop work plan/proposal			
Insert more with details for YOUR PROJECT in new rows	Submit work/plan proposal to community partner			
	Discuss findings from community partner			
Process objective #1: To develop the intervention (re: Project Plan)	Develop intervention			
Insert more rows. Many tasks will be required for Process Objectives	Research resources			
	Compile relevant handouts (i.e., facts, figures, in-class surveys, etc.)			
	Develop fundraising strategies to implement the intervention			
	Develop pre- and post-surveys and program evaluation (satisfaction) surveys			

Process objective #2: To recruit participants for the intervention (re: Project Plan)	Develop outreach and recruitment plan (Do not underestimate the time and energy it will take to recruit participants. Add rows with detailed description of how recruitment will take place and what follow up will be needed)			
Insert more rows. Many tasks will be required for Process Objectives	Develop flyer/information sheet for outreach			
	Translate flyer/information sheet if necessary			
	Conduct recruitment (i.e., distribute flyers/information sheets; make phone calls; attend meetings)			
Process objective #3: To implement the intervention	Pack supplies			
Insert more rows. Many tasks will be required for Process Objectives	Set up materials and power point presentation			
	Facilitate training			
	Provide evaluation			
	Analyze results of evaluation and compile results			

<u>Worsheet # 3 – Project Evaluation</u>

You will use this *Worksheet* to construct a *Survey Instrument* (or *Instruments*) (i.e., the *Data Source(s)*) to be delivered to beneficiaries (e.g., participants) as a part of your project.

<u>PRIOR TO SUBMITTING THIS WORKSHEET:</u>

- **PLEASE REMOVE ALL SETS OF INSTRUCTIONS**
- **If a section is not applicable to your *project*, please delete that section**
- **Save your document as "Worksheet3-Groupname-v1"**

<u>NOTE TO EVALUATION GROUPS</u>

Some projects include an evaluation of a program or service or include collecting data (quantitative or qualitative) that they will report to their community partners. It is important to note that <u>you still need to evaluate the effectiveness of *your work*.</u> In addition to summarizing the data from your project, you will still need to conduct an evaluation of the effectiveness of your work.

<u>Instructions for completing this *Worksheet*</u>

Complete the following tables for each of your *Initial outcome objectives/Expectations*. Using the information from each of the tables, you will then construct your *Survey Instrument(s)* to be distributed to participants.

- Column I – Develop Learning objective/Expectation
- Column II –– Identify the specific question, item, or activity to be included on the *Data Source* that will help you to assess whether the participant has achieved the Learning Objective/Expectation
    - e.g., a likert-scale question, a multiple choice question, a True/False question, a Yes/No response question, a word match, fill-in-the-blank, a vignette, a skill demonstration, etc.
    - It is recommended that you select a variety of types of questions, items, or activities
    - If you choose to assess participants' perspectives using a *Vignette* with your *Data Source*, then indicate "See *Vignette* below" in the appropriate cell(s) for Columns III, IV and V, and use a separate table (provided in this *Worksheet*) to outline the *Vignette* and the associated questions
- Column III - Provide the specific *Response set* for each identified *Question or item*, or describe what you will be looking for if including an *Activity* as an assessment tool

    - e.g., for a likert scale question: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree; or for a skill demonstration: participant cooks a healthy meal that they have been taught
- Column IV – identify the *Data Source(s)* you will use to gather individuals' responses
    - e.g., written survey, interview, observation, agency file or report
- Column V – indicate when and how the *Data Source(s)* will be distributed
    - e.g., mailed, telephone, in-person, review of agency file or report, on-site or via the web

Learning objectives/Expectations and relevant _Activities_

You will use the following table to identify your *Learning objectives* and the *Activities* that will be used to achieve these *Learning objectives*. Instructions for completing the table:

- In the left-hand column, copy-and-paste the *Initial outcome objectives* from *Worksheet #1* in to the table; In the middle column, identify the associated *Learning objectives* directly related to each of the *objectives* in the left-hand column; and In the right-hand column, identify the 'Type' of *Activity* to be implemented in order to support the achievement of each *Learning objective/Expectation*. 4 5

	Initial outcome objectives	***Learning objectives/Expectations***	**Type of *Activity(ies)***
#1			
#2			
#3			

4 You may identify more than one *Activity* per *Learning objective/Expectation.*

5 The 'Type' of *Activity(ies)* could include descriptors like 'give a lecture,' 'facilitate an experiential activity,' 'have a discussion,' 'engage in dialogue,' 'show a video,' 'create a database,' 'make telephone calls,' 'visit agencies,' etc. You will provide more detail about each *Activity* later in the worksheet.

Example (from a program focused on improving the health of children (0-5) living in west Long Beach):

	Initial outcome objective	*Learning objective*	Type of *Activity(ies)*
#1	By 12/13, 20 parents of children (0-5) living west Long Beach will experience a 75% increase in their knowledge regarding how to create an environmentally healthy home as measured by a pre- and post-survey.	Participants will increase their knowledge regarding how to create an environmentally friendly home	1. Give a lecture on air quality 2. Have a panel discussion of health experts 3. Show a video regarding creating a healthy home environment

I	II	III	IV	V
Learning objective/Expectation #1	*Question, item, or activity*	*Response set*	*Data source(s)*	*Distribution method*

I	II	III	IV	V
Learning objective/Expectation #2	*Question, item, or activity*	*Response set*	*Data source(s)*	*Distribution method*

I	II	III	IV	V
Learning objective/Expectation #3	***Question, item, or activity***	***Response set***	***Data source(s)***	***Distribution method***

<u>Demographic Information</u>

Identify 2-3 demographic Items/Questions along with a response set, and the justification for gathering each

Item/Question	**Response Set**	**Justification**

<u>Project Evaluation Items/Questions</u>

Identify 2-3 Items/Questions related to the effectiveness of the project along with a response set (including one open-ended)

Item/Question	**Response Set**

<u>The *Vignette*</u> (OPTIONAL)

The *Vignette* only needs to be completed if the *Project Group* decides to include a *Vignette* with their *Survey Instrument(s).* Note that the *Vignette* may provide you with the opportunity to use 3-5 questions that assess the different *Learning objectives/Expectations* (e.g., for an *Educational workshop*, a single *Vignette* may be structured so that the associated questions assess participants' knowledge, attitudes, *and* skills).

	V	**VI**	**VII**
The Vignette	***Question***	***Type of question***	***Response set***

<u>Instructions for constructing the Survey Instrument (or Instruments)</u> - <u>IN A SEPARATE DOCUMENT, CONSTRUCT YOUR EVALUATION INSTRUMENT (to be attached to this *Worksheet*)</u>

- Responses on this worksheet will be used to construct a *Survey Instrument* or *Instruments* for the *Project 6*
- You should include a demographic section on your *Survey Instrument* (only include this section on a *Pre-survey Instrument* if distributing both a *Pre-* and *Post-survey Instrument*)
  - This section should include 2-3 questions about the demographic profile of your participants 7
- It is recommended that you include a sample question and response set at the beginning of your *Survey Instrument* (especially when you have questions with likert-scale responses), so that respondents understand how to answer questions on your *Survey Instrument*
- While the order of your questions should make sense in terms of the readability of the *Survey Instrument*, the order does not need to follow the order of the questions as they are presented in your tables above
- It is important to note that for a *Post-survey Instrument*, the questions identified in your tables below may need to be adjusted to begin with something like: "As a result of my participation in this workshop I …" (whereas a *Pre-survey Instrument* will not include this statement)
- The *Survey Instrument* (*Post-survey* only) should also include (at least) the following:

6 *Project Groups* that are conducting a *Collaborative/ coalition building Campaign* will develop a *Survey Instrument* to be used at their *Presentation-of-findings* meeting with their *Community partner agency.*

7 The information gathered here should be relevant to evaluating your outcomes (e.g., gathering racial/ethnic information may be relevant to a program that addresses health disparities amongst women, but gathering data about gender would be irrelevant)

- A question that indicates the respondent's overall satisfaction with the project and its relevance to the respondents' interests
- An open-ended question indicating any recommendations respondents might have for improving the project if it were to be repeated with other members of the same target population

Worksheet # 4 – Project Budget

You will prepare a line-item budget for your Group Project:

PRIOR TO SUBMITTING THIS WORKSHEET:

- **PLEASE REMOVE ALL SETS OF INSTRUCTIONS**
- **Save your document as "Worksheet4-Groupname-v1"**

Instructions for completing the budgets

Note that where expenses are provided at no-cost (i.e., donated to you or a community partner), include the value of the item and indicate that the item is an "in-kind" donation. For example, for volunteer time (which includes your time as project coordinators) add "(in-kind)" after the actual expense (e.g., $340.00 (in-kind)). Where there are no revenues or expenses simply indicate $ 0.00 for each relevant line-item. Please indicate all revenues/expenses to the penny (e.g., $9,000.00 instead of $9,000) including zeroed out expenses (e.g., $0.00 instead of $ 0).

When preparing your budget please 1) right-justify revenues/expenses in the right-hand column; 2) delete content (instructions) in parentheses under Expenses; and 3) include negative numbers in parentheses (i.e., there's no need to put a minus sign in front of the number)

Key Terms used in the Budgets:

- **Revenues:** those monies gathered by an agency to offset its expenses (i.e., to pay for the costs associated with its programs)
- **Expenses:** those costs incurred by an agency to pay for its programs
- **FTE = Full-Time Equivalent:** indicates the percentage of an employee's time that is dedicated to a program (e.g., 1.0 FTE indicates that 100% of the employee's time is dedicated to the particular intervention; 0.25 FTE indicates that 25% of the employee's time is dedicated to the particular intervention).
- **ERE = Employee-Related Expenses:** those expenses paid by an employer (in addition to an employee's salary) that are associated with an employees' fringe benefits (i.e., health care, retirement plans, unemployment insurance, etc.). Depending upon the extent of the fringe benefits package offered by an employer, these expenses can (approximately) range anywhere from 25-40% of the employee's total salary.
-

Budget: Line-item budget for the one-time project your group implements(ed)

Revenues

Contributions (general)	$

Special events	$
United Way allocation	$
Government contracts and grants	$
Membership dues	$
Third-party payments	$
Program income (including program fees)	$
Investment income	$
Miscellaneous	$
Total Revenues	$
Expenses	
Salaries and wages	
Paid Staff	$
(include ALL Paid Staff that will be or have been directly involved in the implementation of your intervention)	
(include the job titles for each position – no position should be greater than 0.10 FTE)	
(if applicable, include the hourly rate of Consultants here as well as # of hours needed)	
Employee-related expenses (EREs)	$
(25-40% of salaries and wages of Paid Staff)	
Volunteers	$
(include the number of volunteers multiplied by the number of hours provided @ $17.55/hour)	
Other operating expenses	
Rent	$
(combine rent with utilities, and equipment if Community Partner Agency provides meeting room at no cost)	
Utilities	$
Supplies	$
(e.g. paper, pens)	
Telephone	$
(i.e., cell phone usage)	
Equipment	$

(e.g. lap tops, fax, copiers - assume that a lap top is purchased for/dedicated to the program)	
Postage and shipping	$
Printing and publications	$
Travel	$
(@ $.45/mile)	
Conferences	$
Miscellaneous	$
(i.e., refreshments – list out each one – i.e., bagels, juice, napkins, etc.)	
Total Expenses	$
(including in-kind expenses)	
Net Profit/Loss	
(Total Revenues minus Total Expenses)	$
Total in-kind donations	$
Actual Expenses	
(excluding in-kind expenses)	$

SSW PE 2.2 ASSESSED

SSW PE 3.1 ASSESSED

SSW PE 3.3 ASSESSED

SSW PE 5.2 ASSESSED

SSW PE 6.4 ASSESSED

SSW PE 8.5 ASSESSED

SSW PE 9.1 ASSESSED

SSW PE 9.2 ASSESSED

SSW PE 9.3 ASSESSED

SSW PE 10.2 ASSESSED

SSW PE 10.3 ASSESSED

FINAL REPORT/PROJECT

FINAL REPORT/PROJECT

FINAL REPORT/PROJECT

FINAL REPORT/PROJECT

FINAL REPORT/PROJECT

FINAL REPORT/PROJECT

FINAL REPORT/PROJECT

Objective: The Final Report is the culmination of the two semester SW 698C and SW 699C Applied Social Work Project courses. The Final Report is designed to describe the development, implementation and evaluation of the Applied Project. Students will provide detailed description and analysis of each component of the project. *This report should be written for sharing with community partners.* **The group will present two copies (one hard copy, one electronic) to the key community partner(s) and one hard copy will be submitted to your instructor.**

Dissemination: Each group will submit the report as an assignment and share it including findings and all materials developed in the course of the project with community partners. Dissemination must be in a format and method appropriate given the project, stakeholders, organization, and target population. **Documentation of dissemination in the form of an email, letter or signed receipt showing the report was received by a community partner must be submitted to your instructor.**

FINAL REPORT

Cover Letter

An introduction letter to the report should be included. The letter should be addressed to the community partner and accompany the submitted report.

The body of the assignment is divided into the following major sections and should be submitted as such:

- **Table of Contents**
- **Executive Summary**
- **Narrative**
    1. Project Background
    2. Project Description
    3. Project Implementation
    4. Project Evaluation
    5. Recommendations
  - References
  - Appendices

A- Table of Contents
- Include the EXECUTIVE SUMMARY in your Table of Contents
- Identify major report sections along with the page numbers

B- *Executive Summary* (no more than 2 pages single spaced, APA formatting not required)

The Executive Summary provides a quick, easy-to-read summary of the contents of the full Final Paper including:
- Name of Project

- Abstract – A brief overview summarizing the project purpose, activities, outcomes, and implications for addressing the social challenge. (1 paragraph)
- Statement of need and/or the social challenge the project was designed to address.
- Description of the target population and community.
- Identification of your partner agency or community partners.
- Program diagram figure.
- Recommendation for next steps planned or desired for the project.

C- *Narrative* (no more than 12 pages, Use APA guidelines for references and use of headers and sub-headers. See formatting guidelines listed below for reference.)

1. Project Background and Project Development

- **Provide demographics and prevalence** rates associated with the social challenge for your community and comparable county, state, and/or federal levels as available.
- H**ighlight why this issue is relevant for your community**. This can be pulled from your community assessment paper from SW 698C. The purpose of this section is **to summarize key findings from the various sources of data you collected interviews, community mapping, secondary data, focus groups, etc)** which led you to identify the social challenge your project addressed. Identify similarities and differences in viewpoint of various stakeholders.
- **Note gaps in services/resources/interventions the project is addressing** within the area of need/problem for the community cited in the original assessment and literature review.

2. Project Description (more detail than provided in Executive Summary)

- **Name of project, project goals, process and outcome objectives**
- **Target population or who the project serves** (You may use other language, e.g., beneficiary, base, etc. as appropriate and can include both primary and secondary populations**). Describe how they were involved in the development and implementation of the project.**
- **Community partner description(s).** Identify each group and/or agency and discuss their role in the project.

3. Project Implementation (no more than 2 pages)

a. **Describe engagement and recruitment activities** for project participants
b. **Describe the actual project and major milestones that contributed to project implementation** Include an updated project timeline from planning to project completion in the appendix.
c. **FOR EVALUATION PROJECTS –** Some projects include an evaluation of a program or service or include collecting data (quantitative or qualitative) that they will report to their community partners. This data should be summarized here. Full copies of submitted reports may be added to the appendices.

4. **Project Evaluation (no more than 3 pages)**

- **Description of evaluation process** including design, data collection procedures, instrument description (translation, etc), efforts to maintain confidentiality, stakeholder involvement in evaluation process if applicable.
- Evaluation Findings
- Present student process and outcome data along with appropriate statistical descriptions and tables following APA guidelines. In Appendix, if appropriate, provide a more accessible description of the findings for the community. Highlight key findings in text while including all findings in relevant tables
- Compare and contrast your finding with those in the literature if appropriate. Identify practice implications based on your findings.
- **FOR EVALUATION PROJECTS –** Some projects include an evaluation of a program or service or include collecting data (quantitative or qualitative) that they will report to their community partners. **It is important to note that you still need to**

evaluate the effectiveness of *your work.* This section for evaluation includes an assessment of whether or not _your group_ met your initial outcome objectives. This is not an area for you to include the work you completed as the key product of your project.

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5. **Recommendations (no more than 2 pages)**
    - Identify the major strengths of the project as developed and implemented and ways in which it was limited in scope or relevance to the overall community.
    - Provide **a list of recommendations for the project**.
        - Given what you know now, what could be done differently in the future?
        - Recommendations should present potential ways to **improve** the project, **ensuring sustainability**, and **other activities** that can **support the identified social issue.**
        - Recommendations should reflect thoughtful next steps, implications, or large considerations for the future expansion of your project. They should include both broad thinking and specific next steps.

References

- Use APA standards

Appendices

- **Glossary of Key Terms or Concepts**
    a. Provide brief definitions of key terminology used throughout the Final Report, i.e. affordable housing, homelessness, food desert
    b. This should also include any acronyms (e.g., names of organizations, medical jargon) used in the report
- **Signed Letters of Agreement created in Project Plan document** (signed by the group and community partner(s))
- Include **photos, tables, graphs, diagrams, or figures** in appendix not in the body of the paper outside of those included in the Executive Summary. All items should be titled and formatted to ensure clarity. ***No faces of participants should be included in pictures in the report to protect participant anonymity.***
    - For tables, graphs that derive from other sources, use appropriate captions citing these sources using APA standards.
- Include **any products that were developed** in the course of this project including: flyers, letters of fundraising, PowerPoints, brochures/pamphlets, curriculum, and any other relevant documents

Final Report Format Guidelines

Requirements for style and format - include the following:

- Submit as a **bound document** (binder or folder)
- **Title Page with an image or logo representing the project** (1 page)
  Construct an attractive, professional-looking title page that includes:
    - Project title
    - Date

- Name of partner organization(s) or other community partner(s)
- Names of authors
- This does NOT have to use APA standards – that is, do not include a running head on this or other pages (although you can have a title as header or footer in the rest of the report)
- Do NOT use CSULB or School of Social Work official logos. You may provide those names, but do not use copy written logos.

▪ **Narrative section formatting requirements:**
  - **APA standards** throughout paper in relation to font, spacing, paragraph layout, tables, citations and references (with exception of Executive Summary – no in-text citation)
  - **Paper should be no more than 12 pages** not including title page, Executive Summary, table of contents, references and appendices (section page length guidelines above are noted throughout the assignment descriptions are suggestions)
  - **Double spaced** all content <u>outside</u> of Executive Summary
  - Must include page numbers on each page per APA guidelines
  - 12 point font – Times New Roman
  - Use titles for each section and sub-headers to organize the narrative. Apply APA formatting guidelines for organizing headers and sub-headers throughout the narrative.
  - Use proper spelling and grammar

SSW PE 2.3 ASSESSED

INTEGRATION PAPER

The purpose of this integration paper is for you to demonstrate the integration of theory, practice, research, and policy as a result of completing your project. Content for this paper should be drawn from course work and your field placements during the social work program.

Address the following elements

- **Introduction**
  Provide an introduction to the overall paper outlining what will be discussed. Be sure to include a clear, thoughtful, and engaging thesis statement.

- **Community Engagement**
  - Briefly describe the practices of community engagement that were used during your project.
  - Identify the community dynamics and demographics you considered in implementing this project and how understanding community diversity contributed to the success or challenges of your project. Give specific examples and describe why it was relevant in the success of the project or implications if they had not been considered. *Provide citations as applicable from your coursework, literature, or readings for your classes.*

- **Practice**
  - Describe **specific** ways you applied theoretical frameworks from your coursework in this project. *Provide citations to support theoretical framework application*.
  - Describe the **specific knowledge and skills** from your coursework you applied in this project. *Provide citations to support skills as relevant to positive practice outcomes.*
  - What aspects of evidence-based practice did you integrate into your community project? *Cite when discussing relevant evidenced-based practices*. Describe how the modifications made the practices(s) more accessible in meeting the community need.

- **Research**
  - Discuss how research coursework contributed to the design, implementation, and dissemination of project outcomes in meeting the communities' needs. *Provide citations as application to research methods and relevance to the project.*

- **Policy**
  - Describe the ways in which policy (agency, local, state, county, and/or federal) played a role in your project. Discuss how policy coursework was relevant to your

project, specifically note which skills in analysis and/or implications of your policy review were relevant. *Provide citations as applicable and relevant to the project.*

- **Dynamics of Power, Privilege, and Oppression**
  - Describe how ***social identities*** (race/ethnic, class, gender, culture, language, ability, sexual identify, power, privilege, oppression) were relevant in the design ***and*** implementation of your project. Think about how related issues affected the target population, the social challenge, the political and social context, and the challenges or opportunities for intervention. Provide examples of how you dealt with issues of power and privilege in the community. *Provide citations as applicable from your coursework, literature, and/or readings for this class.*

- **Conclusion**
  - Provide overall concluding statements to clearly end the paper.

<u>Guidelines</u>

- The paper should be 6-8 pages in length (does not include cover page and references).
- Academic references must be integrated **in each** of the sections except as indicated.
- All sourced information should be cited and referenced per APA standards.
  - Alternative sources may be used and are appropriate as additional sources.
    - i.e., newspaper/magazine articles, on-line think tanks/public advocacy sites, film, popular non-fiction/fiction.
- If information is unknown, please indicate this to be the case and why.
- Personal pronouns (i.e. "I" or "we") are acceptable and may be used as appropriate.
- Use 1" margins, double spaced, Times New Roman, 12-point font.
- Edit to be certain sentences are grammatically correct, and that the paper is free of punctuation errors and typos.
- Submit paper to BeachBoard.