**Inclusive Excellence**
The University of South Dakota and the School of Health Sciences are committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

**Diversity**
USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](#).

**Catalog Description**
This course focuses on theories that explain interactions of systems at the mezzo level of practice. The course emphasizes social work methods, strategies, and interventions used in practice with communities. The course provides students with a framework to analyze complex problems in communities and develop strategies for change. Students will apply skills demonstrating an understanding of community theory, development, organizing, and grant writing. Students learn to identify and develop skills to address forms and mechanisms of discrimination.

**Rationale**
Advanced generalist social worker requires the development of a knowledge and skill base for working in communities. The course is designed to enhance the students’ knowledge of social work with communities and the practice skills that strengthen their ability to become leaders in communities and community agencies. The course provides material that will strengthen the ability to address mezzo and macro level issues and create social change. Knowledge and skills are grounded in a social-justice framework for practice. Principles and ethics of macro social work will be addressed, as well as skill development in relationship building, decision making, implementation, evaluation, and self-evaluation.
The theoretical framework adopted by the Department of Social Work has influenced the development of this course. In this course students are encouraged to develop their expertise in social work practice and knowledge using the theoretical framework as a lens through which critical thought guides their decisions. Students are taught to 1) ask important questions, 2) acquire and appraise evidence critically, 3) apply evidence with sensitivity to the situation, 4) analyze outcomes, and 5) adjust practice as needed.

**Textbooks and Other Required Materials**


**Recommended, BUT NOT Required**


**Competencies**

In accordance with the accreditation requirements of the Council on Social Work Education, students will demonstrate these competencies during this course:

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student Will Demonstrate Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills Student Will Develop in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct one's self accordingly</td>
<td>Strategically uses supervision and consultation to address ethics in practice</td>
<td>Discussions</td>
<td>Demonstrate an understanding of social work ethics and values as they infuse practice in communities</td>
</tr>
<tr>
<td></td>
<td>Develops a plan for continuing professional educational development</td>
<td></td>
<td>Evaluate the structure of types of communities and social justice models</td>
</tr>
<tr>
<td></td>
<td>Exercises leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employs/models a conscious use of self, self-reflection, self-monitoring, and self-correction in practice situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.1.2 Apply social work ethical principles to guide professional practice</strong></td>
<td>Articulates and advocates for social work values and ethics among interdisciplinary situations and settings</td>
<td>Critique ethical principles within complex practice environments</td>
<td>Evaluate the structure of types of communities and social justice models</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conducts oneself ethically and engages in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural responsiveness, and professionalism</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
</tr>
<tr>
<td><strong>2.1.3 Apply critical thinking to inform and communicate professional judgments</strong></td>
<td>Critically evaluates various strategies for assessment and intervention</td>
<td>Evaluate theoretical frameworks that facilitate understanding of the dynamics of communities and how they change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluates, integrates, and applies multiple sources of knowledge including research based knowledge and practice wisdom</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Generates critical questions regarding assessment, intervention, and evaluation of advanced generalist practice</td>
<td>Demonstrate ability to critique impacts of community structure and processes on vulnerable populations such as women, gays and lesbians, ethnic and racial groups, immigrants and demonstrate knowledge of how to create change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses creativity to enhance the organization and presentation of information</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td></td>
</tr>
<tr>
<td><strong>2.1.4 Engage diversity and difference in practice</strong></td>
<td>Modifies and adapts mainstream interventions to meet needs of diverse populations and that challenge oppression</td>
<td>Contrast roles that social workers assume in communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actively promotes opportunities for diverse perspectives and participation of diverse constituents</td>
<td>Critique the power structure of communities and the effect on vulnerable individuals and families and demonstrate knowledge of ways to influence change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applies strengths and empowerment perspectives as practice approaches with diverse groups</td>
<td>Evaluate the structure of types of communities and social justice models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies and applies cultural strengths for change at all levels of practice</td>
<td>Apply strategies of changes that promote equality and justice</td>
<td></td>
</tr>
<tr>
<td>2.1.5 Advance human rights and social and economic justice</td>
<td>Articulates a process to work effectively with diverse populations</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Demonstrate the ability to conduct a needs assessment in a community</td>
</tr>
<tr>
<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Incorporates an understanding of regional and global interconnections of oppression and applies this understanding to social work practice</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Analyze intervention of community change that effect vulnerable populations</td>
</tr>
<tr>
<td>2.1.9 Respond to contexts that shape practice</td>
<td>Engages in community collaborations that foster social and economic justice and social change</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Apply the problem solving model to each of the community-organizing approaches, social action, social policy and locality development</td>
</tr>
<tr>
<td></td>
<td>Analyzes the consequences of social and economic injustice for constituent groups</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applies techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social well-being through effective service</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Apply intervention strategies at various levels of community groups such as neighborhood systems, mutual aid groups, political systems, grass roots community</td>
</tr>
<tr>
<td></td>
<td>Evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Contrast roles that social workers assume in communities</td>
</tr>
<tr>
<td></td>
<td>Articulates the impact of policies on service delivery and conducts assessments and evaluations of the implementation of policy</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies gaps in policies at varied levels, e.g. agency policies, public policies, and regulations</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Demonstrate the ability to research and write a grant</td>
</tr>
<tr>
<td></td>
<td>Provides leadership with colleagues, client systems, and agencies for effective policy action</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies institutions impacted by context, and articulates challenges, strengths, and opportunities for social institutions</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Evaluate theoretical frameworks that facilitate understanding of the dynamics of communities and how they change</td>
</tr>
<tr>
<td></td>
<td>Creates ways to shape contexts that inform and improve services for client systems</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Evaluate the structure of types of communities and social justice models</td>
</tr>
<tr>
<td></td>
<td>Builds sustainable strategies for communities and social programs that inform and improve services for diverse community groups</td>
<td>ALL ASSIGNMENTS AND INTERACTIONS</td>
<td>Apply intervention strategies at various levels of community groups such as neighborhood systems, mutual aid groups, political systems, grass roots community</td>
</tr>
</tbody>
</table>
Initiates innovative, resourceful, and proactive action with regard to an emerging local, regional, or societal trend or need

ALL ASSIGNMENTS AND INTERACTIONS

Contrast roles that social workers assume in communities

Correspondence
Instructor is available during scheduled office or by appointment. Appointments need to be scheduled 48 hours in advance for a guaranteed time; however, this instructor is flexible and will accommodate as much as possible given this course is delivered online and students are in various time zones and states. Email is the best method of contact for this instructor. This instructor will return your email within 48 hours; however, most of the time the email will be returned within the first 24 hours. This instructor will not be responding to email or phone calls during the weekend; however, if it is an emergency instructor will respond as soon as possible.

Teaching Methods and Expectations
Teaching methods will include self-guided reading, verbal lecture with complementary PowerPoint, verbal and written discussion, multimedia presentations, and community activities. 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. I ask that you CONTACT ME, IN ADVANCE, if you have a conflict with the course requirements. Any student with significant difficulty with these requirements should speak with me at the beginning of the semester so that alternative forms of contribution can be identified.

My “classroom” is a place that is inclusive and brave. It is a place where you should feel comfortable sharing new ideas/thoughts/experiences without judgement. It is also a place where you may feel uncomfortable/vulnerable at times due to the nature of the material that is presented, exploration of ideas that are unfamiliar to you, and/or coming to an understanding that you have a personal bias in regards to a particular issue. I will be affirming, questioning, and challenging. I will question and challenge NOT because I am mean, rude, self-serving, pushing my own agenda, etc. (you fill in the blank), but for the reason that as your instructor, I have an ethical obligation to make sure you are prepared for our profession. Therefore, I will ask you to do the following things: expand your knowledge, ideas, and thinking, step-out of your comfort zone and/or push boundaries, respect your classmates and myself, ask the “dumb/awkward” questions, and allow yourself to make mistakes!

Respect for Others: Personally and Professionally
Social work courses often cover material and topics that can be provocative and polarizing, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used that recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal, and social issues that we do not SILENCE others by assuming that there are "politically correct" lines of thought that cannot be challenged.
This is the beginning of your professional career in social work and it starts before you even graduate. The social work profession is a tight-knit community: whether you live in South Dakota or New York City, we are ALL CONNECTED. Your success/failure in the social work profession will ultimately depend on your interactions and relationships with others. Maya Angelou once stated, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” There are going to be times where you will experience successes and challenges, how you deal with these situations will have a last impact.

As a profession, we have a comprehensive code of ethics that guides our practice and decisions. We promote social justice and social change. It is our responsibility to uphold our core values and standards. Link to code: [https://www.socialworkers.org/pubs/code/code.asp](https://www.socialworkers.org/pubs/code/code.asp)

### Attendance & Participation

Social work is an interactive field of practice. Much of the learning that occurs in the graduate courses takes place in the course classroom. When a student does not log in or participate in course discussions, the student misses the interactive learning that occurs during the discussion and other members of the class miss the contribution the student might have made. Therefore, I ask that a student miss course discussions only when absolutely necessary for purposes of illness. If a student misses more than two weekly discussions, the instructor may reduce the final grade.

- You are expected to login into the D2L course every Monday, which is the start of our week and several times during the week (Weeks are Monday-Sunday).
- You should complete your readings during the first half of the week or at least before each Thursday, so you are able to actively engage in discussion posts.
- You are expected to participate in discussions by sharing information from your readings and experiences (See Discussion Brief in Course Documents in D2L for more details).
- Your first 1st discussion brief is due by Thursday night and responses are due by Sunday night.
- I ask that you contact me, *in advance*, if you have a conflict with the course requirements. Any student with significant difficulty with these requirements should speak with me at the beginning of the semester so that alternative forms of contribution can be identified.

Students are required to be prepared for every course discussion. If there are significant personal or health matters which prevent the student from participating in a weekly discussion forum, or if you are involved in a University sanctioned event, you should contact me, instructor. Please inform me, the instructor, of any necessary absences. Three successive weekly course room discussion absences will result in the instructor initiated withdrawal from this course. Instructor initiated withdrawal from a course may also result in a faculty review of the student’s continuation in the program. For information regarding USD Graduate School Policies and Procedures, please visit [http://catalog.usd.edu/content.php?catoid=16&navoid=774](http://catalog.usd.edu/content.php?catoid=16&navoid=774)
For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

**Written Assignments**
Written assignments should be double spaced, computer generated, and free of grammatical, spelling, and punctuation errors. All sources must be properly documented, using APA format. Failure to document sources may result in a failing grade. Written assignments also must contain all of the elements of the assignment while being presented in a clear, coherent, and logical presentation (thesis, body, strength/weakness, and conclusion). Incorporation of research literature and class material is a must within each written assignment.

The instructor will provide each student with a grade and written feedback on each writing assignment within 14 days of the due date/time for that assignment with the exception of unforeseen briefs that will be graded according to the evaluation section below. If, for some unforeseen reason, there is a delay, the instructor will promptly notify students and set a date for when students can expect to receive a grade/feedback from this instructor. This instructor will provide individual feedback and grades in the Assessments/Grades section of the course.

Final grades will be assigned based on the percentages shown below and total points earned by each student at the end of the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>540-600 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>480-539 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>420-479 points</td>
</tr>
<tr>
<td>F</td>
<td>≤ 69%</td>
<td>419 ≤ points</td>
</tr>
</tbody>
</table>

Please see the graduate catalog and the MSW program’s student handbook for information regarding the University’s policy on grades and a cumulative GPA that falls below 3.0 (B).

**Freedom in Learning**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
Academic Fraud, Plagiarism, Dishonesty, and Cheating

The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. Violation of the University Academic Honesty Policy could result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences which may include expulsion from the University.

The Department of Social Work regards any form of academic dishonesty to be a sign that the student’s values and ethics are incompatible with the values and ethics of the social work profession. An incident of academic dishonesty may result in a grade reduction for the assignment, an F for the course, and/or dismissal from the Social Work Program.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

1. Given a zero for that assignment.
2. Allowed to rewrite and resubmit the assignment for credit.
3. Assigned a reduced grade for the course.
4. Dropped from the course.

Make-Up Policy

Unless explicit arrangements have been worked out by the student with the instructor well in advance, no points will be granted for late or missed assignments.

Special Needs/Accommodations

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents system institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu
Email Policy
The university email system is the formal email used to communicate with students. Please set up a student email account and provide the address to the instructor. Regarding this course, emails should be sent to and from your USD Coyotes email account, NOT D2L.

Evaluation Methods
Students are expected to complete both individual and group assignments. Letter grades will be given for individual and group assignments.

<table>
<thead>
<tr>
<th>Required Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course attendance and discussion</td>
<td>200</td>
<td>Week 1: 10 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2-15: 13.5 pts (except week 14=0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 16: 14.5 pts</td>
</tr>
<tr>
<td>2. Report on Participation in Community Building Event</td>
<td>50</td>
<td>Due no later than November 12th in D2L dropbox by 11:59 PM, but can be turned in earlier</td>
</tr>
<tr>
<td>3. Strengths-Based Needs Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Assignment 1</td>
<td>20</td>
<td>Due September 10th in D2L dropbox by 11:59 PM</td>
</tr>
<tr>
<td>b. Assignment 2</td>
<td>20</td>
<td>Due September 24th in D2L dropbox by 11:59 PM</td>
</tr>
<tr>
<td>c. Assignment 3: Meeting with Instructor</td>
<td>10</td>
<td>September 25th – October 4th</td>
</tr>
<tr>
<td>d. Draft Needs Assessment/Outline</td>
<td>25</td>
<td>November 5th in D2L dropbox by 11:59 PM</td>
</tr>
<tr>
<td>e. Comprehensive Strength-Based Needs Assessment</td>
<td>100</td>
<td>Due December 3rd in D2L dropbox by 11:59 PM</td>
</tr>
<tr>
<td>f. Media Presentation of Needs Assessment</td>
<td>100</td>
<td>Due December 3rd in D2L dropbox by 11:59 PM</td>
</tr>
<tr>
<td>4. Grant Writing Exercise</td>
<td>25</td>
<td>Due October 22nd in D2L dropbox by 11:59 PM</td>
</tr>
<tr>
<td>5. Final Reflection Paper</td>
<td>50</td>
<td>Due December 10th in D2L dropbox by 11:59 PM</td>
</tr>
</tbody>
</table>

Total Points 600

Extra Credit: Students who would like to earn extra credit may receive up to 10 pts for doing one class warm-up exercise to help students refocus, energize, and engage in healthy self-care practices. 10 Sign-up before Sunday, September 3rd to schedule your session warm-up.
Description of Assignments

1. **Course attendance and discussion briefs/responses:** Discussion Brief is due **every Thursday by 11:59** in respected discussion post area AND 2 substantial responses to your classmate’s briefs are due **Sunday by 11:59 pm.** Students should read all required materials and post the following on the week’s discussion board:

   1. A briefing that includes:
      - The central thesis or themes of the reading(s)
      - Provide a summary of readings
      - Why the work/topic/theme is important to social work
      - Your critique of the work(s)
   2. One or more questions from the core readings that you would like to discuss.
   3. A substantive response to at least two students in a paragraph of three to four sentences.

The idea is to engage collectively as a group in substantive analysis, critiques and synthesis of what we are reading each week. As a matter of courtesy and to maximize opportunities for interaction, please have your briefing and question(s) posted by Thursday night and your response(s) need to be completed by Sunday night at 11:59 pm

   - Week 1 brief will be worth 10 pts. Instructor will give you feedback before August 30th when week 2 brief is due.
   - Briefs during the following weeks 2-15 will be worth 13.5 pts with the exception of week 14 where there is no discussion brief due.
   - Your final brief (week 16) will be on your thoughts of the course which will help you write your final reflection paper worth 14.5 pts.
   - Grades will be given after the following weeks before the next brief is due on Thursday: week 1, week 3, week 5, week 7, week 10, Week 13, and Final

2. **Report on Participation in Community Building Event: due NO LATER THAN November 12th, but can be turned in earlier.**

This assignment will increase your understand of how community events build communities. Select a community event that is intended to involve neighbors, individuals, and families in activities. (Note: This is NOT an event for professional service providers!) Participate as a volunteer assisting at the community event. Discuss your chosen event with the instructor to get permission PRIOR to the event. In addition to attending and assisting as a volunteer, you must also TALK to a LEADER who helped to organize the event. Ask what kind of preparations were made for the event, who was involved, and what the goals are for the event. If you wish, you may participate in planning and preparation for the event and report on these. In your report include a brief discussion of the following points:
1) Describe the community building event you participated in and state what you consider its goal are.
2) Identify an event leader who helped organize and carry out the event and report what this person told you.
3) Summarize what was involved in preparing for the event.
4) Identify the organization or groups that were involved in planning the event.
5) Describe how you participated and assisted at the event.
6) Discuss how the events builds community.
7) Describe a community building event that you might develop in your career as a social worker.

**Email the instructor about the community building event before you attend it.**

**Report Length: 2-3 pages.**

3. **Strength Based Needs Assessment**

Students will work in groups of 4-5 to conduct a strengths-based needs assessment on a topic of your choosing, in a community that you collectively decide on. Given that many of you are currently working in the field and/or have a practicum, you have plenty of social issues that you see in any given day that could be changed. Groups will be formed the 2nd week of class and detailed needs assessment will be posted to D2L. Students will submit a draft introduction to their needs assessment and feedback will be given to improve the final assessment paper.

a. **Assignment 1, Due September 10th**: Select a social work practice situation you are familiar with or a social problem that you are passionate about. Next, identify the community where you will conduct the needs assessment. You will develop the problem statement, goal, and identify data sources to support your claim of the problem.

b. **Assignment 2 (1-2 pgs) Due September 24th**: Identify the client level target system and an action system for a social work intervention at the client and family level. Next, go on to identifying target and action systems at three larger system levels. Choose three from the following systems: neighborhood, organization, inter-organization (network), or policy level. Remember the target and action systems must be different at each level. Use class materials and text for information on target and action systems. The purpose of this assignment is for you to analysis a problem at three large system levels to establish an appropriate goal at each level, identify the target and action for each level, and think about the ways to get an action systems actively involved.

c. **Assignment 3: Meeting with Instructor (September 25th – October 4th)**: Sign up to meet with instructor to discuss assignments 1 and 2 after you have turned it in. These appointments will be over the phone or in D2L Collaborate.
d. Draft Needs Assessment/Outline

e. Comprehensive Strength-Based Needs Assessment

f. Media Presentation of Needs Assessment

4. Grant Writing Exercise Due October
Finding Grant Funding: Each student will find 3 grants opportunities that are applicable to their proposed recommendations in their needs assessment. Students will write 1 page summary as to why these are a good fit and good source of funding.

5. Final Reflection Due December 10th
The field of social work is vast and plays multiple roles in our society. The practice of social work in communities is a vital component in fulfilling our Code of Ethics and guiding principles. Thinking back over the course of the semester answer the following questions with thought provoking reflections.

1. What is your vision of social work in communities?
2. What are your personal and professional strengths that you bring to social work and to social work practice in communities? Be mindful of the inherent biases that you bring.
3. What skill and knowledge areas do you need to develop further related to this class? Please identify any specific competencies that you feel you need to acquire or develop.
4. Reflect on ways that you have been involved with social action, social justice, community organization or public policy in your personal or professional life. Choose one of these areas and describe what you did and why you chose these actions.
   a) What were your strengths and weaknesses in the role you played?
   b) What skills and personal attributes did you bring to this role?
   c) As you reflect on the role you played, are there ways you could have been more effective?
5. Has your perception of social work practices in the community changed since the beginning of this class? Why or why not?
6. In terms of the “big picture”...what role will you play in your community?
<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>08/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>8/28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>9/5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>9/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>9/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>9/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>M</td>
<td>10/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>M</td>
<td>10/10</td>
<td>Midterm</td>
<td>Friday, October 13</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>10/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>M</td>
<td>10/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M</td>
<td>10/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M</td>
<td>11/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>11/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>M</td>
<td>11/20</td>
<td>Thanksgiving Break: November 22-26</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>M</td>
<td>11/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>M</td>
<td>12/4</td>
<td>Semester Ends December 13th</td>
<td>Final grades are due by December 18th</td>
</tr>
</tbody>
</table>

\(^1\) Subject to change at the instructor’s discretion
Useful Resources


