I. COURSE RATIONALE

A. Relationship to the School of Social Welfare’s Mission. The mission of the University of Kansas, School of Social Welfare is to educate students, conduct scholarly inquiry and perform community service in order to promote an approach to social work practice that advances the empowerment and well-being of individuals and communities. Social Program Design and Grant Writing is focused on techniques for designing culturally appropriate social programs that empower clients and promote well-being. It is through social programs that clients typically attain needed assistance. Our ability to design and communicate social programs is of critical importance in acquiring funds and/or maintaining present funding. Moreover, social workers are often involved in determining the need for a new program and are often responsible for interpreting our social programs to clients and other professionals. Importantly, inadequate program design is a major factor in contributing to social program failure. Through this course you will have the opportunity to design a culturally appropriate social program using a specific analytic framework that places clients in the center of the design process.

B. Relationship to other courses in the curriculum. Specific connections are made with other courses in the curriculum. First, the outcomes course often leads to an outcome management system for the program designed. Second, personnel issues raised in the design course (e.g., performance appraisal, job design, etc.) are covered in the personnel management course. The program design is the base for determining the resources required to manage a program. Frequently it is the elements of a program that are the focus of on-going change efforts. Most of the programs that students design are slated to their substantive area and to their field practicum settings in their substantive area. Integration of the content in this course is greatly enhanced since the entire Social Welfare Administrative and Advocacy Practice concentration is based on the client-centered performance model of human service management which undergirds all courses.

C. Preparation for advanced practice. This course builds on foundation year classes and practices, especially SW 713, Community and Organizational Practice. The course strongly reflects the School’s mission and themes, the profession’s values and ethics, and the pursuit of social and economic justice. First, critical thinking is required throughout multiple stages of program design and grant writing process. Knowledge of the needs of populations-at-risk and mechanisms of oppression and discrimination is essential to the design of effective programs. Finally, and to the degree possible, emphasis is placed on designing programs that identify and invest in the strengths of the client system and simultaneously avoids designs based on deficit or pathology models.
D. **What this course covers.** Social workers with clinical or administrative practice training and experience, and from all fields of practice, are also frequently asked to provide leadership or assist in the acquisition of resources for social work programs and agencies. This is a very common task for advanced social work practitioners, especially those working for nonprofit organizations. This being the case, this course provides opportunities for soon-to-be advanced practitioners to acquire the knowledge and skills necessary to participate in effective grant writing. The course will present grant writing and fundraising skills within the context of social work values and ethics, culturally appropriate practice, and in pursuit of social and economic justice. The course covers topics such as understanding public and private sources of funding; prospect research; and proposal development skills. Grant writers need to have knowledge of social program design to prepare a fundable grant/contract proposal.

**The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.**

II. **EDUCATIONAL OUTCOMES**

At the completion of this course, students will be able to:

A. Develop an analytic model of a social problem including attention to the environmental and social contexts that shape realities for different people and groups.

B. Describe the purpose and methods of client needs assessment in designing programs for vulnerable populations.

C. Describe the purpose and methods of community and organizational needs and strengths assessment in designing programs for vulnerable populations.

D. Describe various methods for utilizing client, practitioner, community and organizational experiences to inform program design.

E. Appraise and utilize research to inform program design.

F. Construct an empirically supported theory of change that is the basis for the program design.

G. Write program goals consistent with the social problem analysis and according to standards.

H. Describe the general, at-risk, target and client populations with particular attention to diversity issues.

I. Write program objectives consistent with standards.

J. Identify interventions at multiple levels and design appropriate intervention strategies that reflect the use of the best available research, client preferences, and practitioner experience.

K. Describe the service program according to standards.

L. Develop a logic model that clearly communicates your program design.

M. Conduct grant prospect research to fund new or existing social work programs
III. CURRICULUM THEMES

The mission and themes of the school are infused throughout the course. A practice-centered Curriculum is the overarching theme of the School of Social Welfare. The course is explicitly designed to teach the practice skills necessary to design social programs in a way that maximize client outcomes and client-centeredness. The educational outcomes are written in terms of specific abilities and the course material is focused on those abilities. The assignments require students to design a social program using these skills.

A. Strengths: The strengths perspective is manifest in this course in several ways. First, a whole unit is devoted to the theory of strengths and its application to social interventions. Second, a unit of instruction is focused on the multiple avenues for “amplifying the client’s voice” in designing social programs. Third, the final assignment is reviewed, in part, for its attention to client and environmental strengths.

B. Diversity: This class is committed to eradicating oppression and its particularly negative effects on our society’s ability to value diversity on the bases of race, ethnicity, gender, class, disability, culture, age, religion, spirituality and sexual orientation.

C. Social Justice: While diversity and social justice are infused into the course content, several areas focus special attention. The social problem analysis requires students to identify the nature of oppression that maintains the social problem and describe how the social problem oppresses the population of concern. In the target population analysis, students are required to take into account people most effected by oppressive conditions. The intervention unit requires students to generate alternative interventions that would target oppressive conditions (e.g., mechanism that maintain advantage or privilege, forces that create segregation and devaluing).

D. Critical Perspective: The course constantly challenges dominant thinking and practice in human service programs. In the problem analysis, students are required to go beyond usual models of problem causation to a multiple-perspective approach. The assumptions of client behavior and the role of social programs is juxtaposed against other formulations based on values, empirical evidence, and the voices of clients. The introduction to the course is, in part, devoted to identification of social program inadequacies and the sources of those.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

IV. LIBERAL ARTS PERSPECTIVE
This course requires graduate level skills in written and oral communication. Student evaluation is based on four papers which are graded both on substance and written presentation. Emphasis is placed on organization, clarity and conciseness. A second theme concerns the application of knowledge to the design of social programs. Each assignment requires students to apply the concepts and knowledge from class lectures and readings and other classes to the task at hand. A third theme concerns designing social programs sensitive to the specific cultural circumstances of the population to be served. This requires knowledge of various cultures, social and psychological development. One assignment explicitly requires students to make such judgments as they specify the social program’s target population.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

V. PROFESSIONAL PURPOSE AND VALUES

The analytic framework employed to design social programs begins with an analysis of the social problem being addressed. Students are required to describe the factors, both environmental and personal, which contribute to the social problem’s maintenance or causation and to define how this problem affects individuals and society. It is this problem analysis which guides the subsequent steps. In addition, the primacy of the client is reinforced by requiring students to write program goals and objectives in terms of client outcomes and benefits rather than the more typical format which is oriented to professionals. In fact, each stage of the program design process is guided by the explicit consideration of the client—their needs, concerns, and interests. Class participants are asked to blend professional and societal purposes when establishing program goals.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

Variations in human development, perspective and behavior related to race, ethnicity, gender, sexual orientation, age, and disablement are important considerations in the design of social programs. This is particularly the case in relationship to the development of program goals and objectives, outreach and intake mechanisms, and the definition of client outcomes. Each student must be sensitive to designing programs in a manner which respects cultural and social diversity and does not further patterns of discrimination.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

VII. TOPICS

**Required Topics**

- Introduction to Program Design
- Social Problem Analysis
- Theory of Intervention: Program Goals
- Target Population Analysis
- Critical Analysis of Needs Assessment
- Theory of Intervention: Objectives
- Selecting an Intervention
- Applying Strengths Theory to Program Design
• Theory of Intervention: Mutual Expectations
• Service Procedure and Stages of Helping
• Helping Environment
• Emotional Responses and Other Performance Objectives
• Methods of Client Involvement in Program Design
• Logic Model Development
• Grant Writing Terminology and Concepts
• Prospect Research for Grant Funding
• Reviewing RFAs, RFQs, and RFPs
• Preparing Components of a Grant Proposal

Recommended Topics
• Task Groups for Preparing Proposals
• Scoring Submitted Proposals

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

VIII. REQUIRED AND RECOMMENDED READINGS

Required:


Individual instructors must obtain approval from the faculty mentor for an alternative text. For individual syllabus, remove the word “RECOMMENDED.” A set of recommended articles is available on the SSW’s S Drive for instructor use. In addition individual syllabi need to specify which readings are required and which are recommended.

IX. ASSIGNMENTS

A. Required Assignments

This course includes a required four part signature assignment that is used to measure student attainment of EPAS competencies and practice behaviors. Further, some additional recommendation assignments are included in part B of this section. The required “signature assignment” serves to measure student attainment of competencies and practice behaviors established in the Council of Social Work 2008 Education’s Educational Policy and Accreditation Standards. This assignment is included in Attachment 1, and it must be used exactly as outlined. Instructors must evaluate each student on this assignment using the scoring guide that is included with the assignment. However, do not include the scoring guide in the syllabus. This evaluation is not shared with the student, as it is gathered only for the purposes of
evaluating program data and is aggregated with other student’s data—no scores on the embedded measures will be shared with anyone other than those working on the outcome data. Instead, instructors provide the student with feedback as you would on any other assignment. They must also provide this confidential data for each student enrolled in the class to the MSW Program Director by the end of the semester. A form to submit this information will be given to each instructor.

Do not include the above paragraph in the text of the course syllabus.

B. Recommended Assignments

1. Prospect Research. Identify a program within your organization. Provide a brief description that includes a discussion of the proposed intervention, the target population, and the approximate amount of money needed. Using the Catalogue of Federal Domestic Assistance and other resources that will be discussed in class, you are to identify at least two new federal agencies/programs that might fund such a program. In addition, you are to identify at least three new private foundations from which you might seek funding. For each of the potential federal and foundation funders you have identified, you are to explain why they might provide funding for this type of program, this particular target population, and for the amount you seek.

2. Grant Proposal. Students will develop a grant proposal based on the guidelines distributed in class. The evaluation criteria included in the guidelines will be used by the instructor to assess each proposal.

3. Evaluation of Proposal. Students will participate in small grant review teams to evaluate and score grant proposals and make recommendations for funding. Each grant review team will have three grant proposals to evaluate using RFP guidelines and scoring sheets that will be distributed with the assignment. Reviewers are to read and score each proposal on their own first and then come together as a group to discuss the applicants’ strengths and weaknesses. A final score for each proposal must be given by the group with explanations in writing, section by section, identifying both the strong and weak aspects of the proposal. Finally, make a recommendation as to whether the grants should be funded and if so, at what amount. Keep in mind that your comments will be read by the applicants as constructive feedback of their proposal.

X. GRADING

A. What Grades Mean (It is the instructors’ discretion whether to use pluses and minuses).

A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.
F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

**Plus and minus grades are assigned at the instructor’s discretion.** A grading point table, such as the example below, must be included in course syllabi.

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B</td>
<td>88-89</td>
</tr>
<tr>
<td>B-</td>
<td>83-87</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
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<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>73-77</td>
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<tr>
<td>F</td>
<td>Below 73</td>
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</table>

**A grade of C- or below is considered a failing grade for MSW level courses.**

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student (without the use of plus and minus grades):

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

**B. Incomplete grades.** A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

**C. Attendance Policy.** Attendance will affect grades in this course. (Instructors: Be specific about how many points will be deducted from student grades for missing class, tardiness, leaving early, etc.) Any student missing more than two classes, or more than one blended class, will need to contact the instructor to discuss implications regardless of the circumstances that led to these absences. Students who miss more than three classes, or more than two blended classes, may be assigned a failing grade in this course.

**Individual instructors’ syllabi should specify the following:**

- The weighting of each assignment in the final course grade and the dates by which they are done.
- For every assignment, explain the standards used for grading.
- If class participation is part of the grade indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.
- Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.
• Indicate how final grades will be determined

D. Academic Misconduct and Plagiarism. The University Senate Rules and Regulations defines academic misconduct in Article II, Section 6, stating:

"Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research."

One form of academic misconduct is plagiarism, or taking credit for work produced by someone else. This is a serious ethical violation. As a participant in this class, you are required to review the section on Academic Misconduct in the Student Handbook in order to familiarize yourself with what constitutes plagiarism. You must also review this section in order to help you to understand the efforts you can make to avoid engaging in plagiarism. Remember that faithfully using the citation and reference guidelines outlined in the APA style guide will serve as an excellent way to avoid plagiarism.

Additionally, KU subscribes to a digital plagiarism detection program called “Safe Assign” which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers.

If a student commits plagiarism, with or without intention, the instructor for this course can, after consultation with the academic program director, assign a failing grade for the academic activity in question. If the plagiarism is severe or repeated, the instructor can, after consultation with the academic program director, assign a failing grade for the course in which the behavior occurred. An instructor may also request that the program director convene an Academic Review Committee meeting, which could result in a recommendation to the Dean of the School of Social Welfare for formal admonition, censure, suspension, or expulsion of the student.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XI. SPECIAL CONSIDERATIONS

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact the KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at  
http://www.disability.ku.edu/~disability/students/guidelines.shtml
b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
- Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
- Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.
- Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIV. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XV. INCLEMENT WEATHER POLICY

In the event of inclement weather, to determine if classes have been cancelled students should call (785) 864-SNOW for the Lawrence Campus, or (913) 897-8499 for the Edwards Campus. If
hearing impaired and have TTY/TDD equipment, call (800) 766-3777. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.

XVI. EPAS COMPETENCIES TABLE

A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
Attachment 1: Signature Assignment

Task 1 (15 points): Problem and Population Analyses

A. Social Problem Analysis

1. A description of the social problem that includes its effects on the individual and society based on empirical and field based research (2-3 pages)
2. A description of the purpose of client needs assessment in program design. What methods would you undertake to assess client needs and client understanding of the social problem? (2 pages)
3. A description of the factors and/or processes that contribute to the existence or maintenance of the problem based on empirical and field based research (2-3 pages)
4. A visual depiction (e.g., drawing, mapping) of your understanding of the problem and the key factors to be addressed (1 page)

B. Population Analysis (2-3 pages)

1. Describe the at-risk population – the people affected or likely to be affected by the social problem (characteristics; size estimates)
2. Of the population at-risk, describe the population you will target (characteristics; size estimates)
3. Of the target population, estimate the client population you will serve (characteristics; size estimates)

Guidelines: Minimum of 8 academic sources; APA style. Suggested length: 9-12 double spaced pages. Please note that the topic you choose for this assignment lays the foundation for future assignments, so choose your problem and population with this in mind.

Task 2 (5 points): Draft Program Theory

The second phase of program design involves developing a theory of change embodied by program goals and objectives.

A. Draft Program Theory

1. Stated program goal
2. List of program objectives

Guidelines: Use the framework requirements for program goals and program objectives in Poertner & Rapp Chapter 4 to guide your work.

Task 3 (15 points): Selecting the Intervention Strategy
This task is divided into three sections. First, determine the state of the art for the social intervention that you have selected by reviewing empirically based reports (e.g., academic research articles, best practice guidelines, etc.) about social interventions that are intended to achieve a goal like yours with a similar population. You will use this information to further inform your program theory.

1. Assess the State of the Art (minimum of 6 sources)
   A. Describe the search procedures you used to locate your sources in the introduction including specific databases and the dates covered in your search
   B. Use charts or tables to organize your responses to the following questions (see example on-line):
      - What is the program name?
      - What is the level of intervention?
      - What is the program goal (i.e., what is the program intended to do)?
      - Who is the population?
      - What are the program activities?
      - What are the outcomes of the program?
      - What research methods have been used to determine the program’s effectiveness?

2. Select the Intervention Strategy
   A. Select/design the intervention that will form the core of your program strategy.
   B. Briefly justify your intervention strategy decisions (1 to 2 paragraphs). Note: The use of evidence will strengthen your justification. Be convincing!

3. Reformulate the Program Theory
   A. Revisit and revise the draft program theory that you developed for Task #2.
   B. Discuss how your program theory has evolved and why.

**Task 4: Program Description and Logic Model (20 points)**

Having selected/designed an intervention from several alternatives, you are now prepared to set your program to paper. In this assignment, describe your program according to the instructions below (10 points). Think of the program description as a narrative to accompany your logic model (10 points).

Part 1: Revised Content from Tasks 1-3

A. Description of the Problem
B. Identification of Population to be Served (Population Analysis)
C. Literature Review & Selection of Intervention with Rationale
D. Revised Theory of Intervention
   1. Program Goal
2. Program Objectives

Part 2: New (and Exciting!) Content

E. Program Description *(use Poertner & Rapp Chapter 5 as a guide)*

1. Mutual Expectations and Consequences

To achieve the intervention goals and objectives, several people have responsibilities that must be carried out.
(a) Detail the specific tasks that must be completed for each participant in the intervention (social worker, participant, etc.), and
(b) Describe the specific behaviors that are expected for the intervention to achieve its outcomes. The goal here is to identify those tasks and behaviors that are critical to the success of participants *(see page 171 for a sample description)*. These behaviors reflect the outputs you need to achieve your program goal and program objectives.

2. Stages of Helping

Most interventions can be seen as a progression through a sequence of steps. In this section describe the “usual” or anticipated process for the intervention by describing its major stages *(see Exhibit 5.1, p. 143 for examples; p. 173 for a description)*

3. The Setting for Change: The Ideal Helping Environment

(a) Specify the physical and social aspects of the setting in which the intervention will take place. Describe the values, goals, purposes, and/or practical considerations that inform these decisions.
(b) Be sure to describe special features that facilitate access (e.g., transportation, times and days the service will be available, child care arrangements, etc.)
(c) Describe how the program recognizes the needs and preferences of the client population(s) with an emphasis on diversity *(see p. 175 for an example)*. Describe the various methods you used for utilizing client, practitioner, community and organizational experiences to inform the program design. If the program, as it’s currently formulated, doesn’t recognize the diversity of the population(s) that it serves, what steps would you suggest the program to take?

4. Affective Involvements of Consumers and Staff (Emotional Responses)

Create a chart that reflects the emotions that are most likely to be experienced by participants during the intervention, and specify the most helpful response by the worker to these emotions *(see Exhibit 5.2, page 180-181 for an example)*.

F. Logic Model
Use the expanded simple logic model format described in the on-line logic course to depict the following program elements

1. Inputs: program investments (e.g., staff, volunteers, time, funding, research base, etc.)

2. Outputs: describe the participants (including numbers of participants) and their activities

3. Outcomes
   a. Short term outcomes relate to learning such as increased awareness, knowledge, attitudes, skills, opinions, aspirations, and motivations
   b. Medium term outcomes relate to specific actions such as changes in behavior, practices, decision making, policies, or social actions
   c. Long term outcomes reflect changes in social, economic, civic or environmental changes

Guidelines: Programs are of sufficient variability to preclude a standard on page length; therefore, there are no set guidelines regarding length. Your program will be evaluated based on substance (e.g., the content of the program including ideas and methods; the degree to which it is informed by the best available research on effectiveness); technique (e.g., adherence and application of the program design method); presentation (e.g., clarity, grammar, sentence construction, organization, word choice, bibliography in APA style, use of headings, etc.), and incorporation of feedback from previous papers.

Instructor Scoring Guide for Signature Assignment

The signature assignment represents an iterative exchange between the instructor and student, where the instructor provides constructive feedback to inform the student’s development of the Task 4 assignment and logic model over the course of the semester. Given this iterative exchange between the instructor and student, as well as the student’s in depth study of interventions in Task 3, program theories and models typically evolve to reflect the best available empirical support as well as agency capacity and client preferences for specific program models. Scoring for the signature assignment should occur at the point of completion of the Task 4 assignment and incorporate all revisions that students have made over the duration of the course to Tasks 1-3. The sources for core content to be used in assessing specific practice behaviors are indicated below in parentheses.

5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior
<table>
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<tr>
<th>Practice Behaviors</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Assess and analyze community and organizational capacities, strengths, and needs to support the development of client-focused programs and services. (Task 1, 4)</td>
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<td>Engage diverse constituents in critical community and organizational analysis and problem-solving. (Task 4)</td>
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<td>Engage with and ensure participation of diverse and marginalized community and organizational constituents. (Task 4)</td>
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<tr>
<td>Utilize community and organizational practice experiences to guide scientific inquiry. (Task 4)</td>
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<td>Continue to learn about, recognize, understand, and communicate the environmental and social contexts that shape realities for different people and groups. (Task 1)</td>
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<td>Assess and analyze client needs by integrating empirical and community data to inform the development of client-focused programs and services. (Task 1, 4)</td>
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<td>Appraise and utilize research to develop and implement community and organizational interventions. (Task 3, 4)</td>
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<td>Use logic, critical thinking, and creativity in written and oral communication with organizations and communities. (Task 1, 4)</td>
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<td>Incorporate a broad understanding of theories of change in planning and developing interventions within communities. (Task 2, 3, 4)</td>
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<td>Intervene with communities and organizations through a variety of models, methods, strategies and tactics identified as appropriate to the context and need for change. (Task 2, 4)</td>
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<td>Develop comprehensive program and policy designs that reflect use of the best available research, client feedback, and practitioner wisdom (Task 3, 4)</td>
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Attachment 2:
EPAS Competency Table for use in Class Syllabus. (Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>SWAAP Practice Behaviors</th>
<th>Related Course-Level Educational Outcomes</th>
<th>Session # of Content Coverage</th>
<th>Related Assignments</th>
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<tbody>
<tr>
<td><strong>2.1.3</strong> Apply critical thinking to inform and communicate professional judgments</td>
<td>Engage diverse constituents in critical community and organizational analysis and problem-solving.</td>
<td><strong>Outcome D</strong>: Describe various methods for utilizing client, practitioner, community and organizational experiences to inform program design.</td>
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<td>Signature Assignment</td>
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<tr>
<td><strong>2.1.4</strong> Engage in diversity and difference in practice</td>
<td>Use logic, critical thinking, and creativity in written and oral communication with organizations and communities.</td>
<td><strong>Outcome K</strong>: Describe the service program according to standards. <strong>Outcome A</strong>: Develop an analytic model of a social problem including attention to the environmental and social contexts that shape realities for different people and groups.</td>
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<td><strong>Outcome H:</strong> Describe the general, at-risk, target and client populations with particular attention to diversity issues.</td>
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<td><strong>Outcome D:</strong> Describe various methods for utilizing client, practitioner, community and organizational experiences to inform program design.</td>
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<td><strong>Signature Assignment</strong></td>
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<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>Engage with and ensure participation of diverse and marginalized community and organizational constituents.</td>
<td><strong>Outcome D:</strong> Describe various methods for utilizing client, practitioner, community and organizational experiences to inform program design.</td>
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<td><strong>Signature Assignment</strong></td>
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<td>Utilize community and organizational practice experiences to guide scientific inquiry.</td>
<td><strong>Outcome D:</strong> Describe various methods for utilizing client, practitioner, community and organizational experiences to inform program design.</td>
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<td><strong>Signature Assignment</strong></td>
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<td>Appraise and utilize research to develop and implement community and organizational interventions.</td>
<td><strong>Outcome E:</strong> Appraise and utilize research to inform program design. <strong>Outcome L:</strong> Develop a logic model that clearly communicates your program design. <strong>Outcome M:</strong> Conduct</td>
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<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>Incorporate a broad understanding of theories of change in planning and developing interventions within communities.</td>
<td><strong>Outcome F:</strong> Construct an empirically supported theory of change that is the basis for the program design. <strong>Outcome O:</strong> Apply advanced theoretical concepts, methods, approaches, and examples of community practice and advocacy.</td>
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<td>Signature Assignment</td>
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<td>2.1.10 ENGAGE Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Engage diverse community constituents and seek varied perspectives to prepare for community and organizational needs assessments.</td>
<td><strong>Outcome D:</strong> Describe various methods for utilizing client, practitioner, community and organizational experiences to inform program design.</td>
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<td>Signature Assignment</td>
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<td>2.1.10 ASSESS Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Assess and analyze client needs by integrating empirical and community data to inform the development of client-focused programs and services.</td>
<td><strong>Outcome B:</strong> Describe the purpose and methods of client needs assessment in designing programs for vulnerable populations. <strong>Outcome H:</strong> Describe</td>
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<td>the general, at-risk, target and client populations with particular attention to diversity issues</td>
<td><strong>Outcome C:</strong> Describe the purpose and methods of community and organizational needs and strengths assessment in designing programs for vulnerable populations.</td>
<td>Signature Assignment</td>
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<td><strong>Assess and analyze community and organizational capacities, strengths, and needs to support the development of client-focused programs and services.</strong></td>
<td><strong>Outcome C:</strong> Describe the purpose and methods of community and organizational needs and strengths assessment in designing programs for vulnerable populations.</td>
<td>Signature Assignment</td>
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<td><strong>2.1.10 INTERVENTION Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</strong></td>
<td><strong>Outcome G:</strong> Write program goals consistent with the social problem analysis and according to standards. <strong>Outcome I:</strong> Write program objectives consistent with standards. <strong>Outcome N:</strong> Develop the major sections of a grant proposal using program development skills.</td>
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<td>Develop comprehensive program and policy designs that reflect use of the best available research, client feedback, and practitioner wisdom.</td>
<td><strong>Outcome J:</strong> Identify interventions at multiple levels and design appropriate intervention strategies that reflect the use of the best available research, client preferences, and practitioner experience.</td>
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