I. RATIONALE

This course is one of three foundation practice courses that prepare students to apply a generalist perspective to social work practice with systems of all sizes. It complements and builds on the two direct practice courses as well as other foundation courses and practicum by specifically focusing on communities and organizations as targets of intervention. By working with organizations and communities in culturally appropriate ways social workers can improve the well-being of individuals and families, positively impact the availability and effectiveness of services, and seek to achieve social and economic justice. The pursuit of social and economic justice, especially with and for historically oppressed persons will act as the course’s unifying theme.

The course requires students to make a conceptual shift from thinking of individuals and families as their client system of immediate concern to one where we think of communities, neighborhoods, organizations, and programs as the systems that we wish to strengthen, maintain and change. As such, social work students will be exposed to a body of knowledge and skills necessary to practice with communities and organizations.

Consistent with the frame of reference for generalist social work practice identified in the direct practice courses, this course includes a view of social work as the profession at the interface between person and environment with a dual focus on both, and on transactions between them. This view also requires that culturally appropriate practice models address the well-being of the communities in which clients live and work, as well as the organizations designed to serve them and in which they and many others work.

The course focus on application and integration of professional knowledge, values and skills calls on an educational process that draws from all foundation courses. Human behavior, policy and research courses provide essential substantive knowledge and the direct practice courses will provide process as well as content. Each also reinforces a shared responsibility for promoting skills of critical reflection and inquiry.

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

II. EDUCATIONAL OUTCOMES

By the end of the semester, class participants will demonstrate their ability to:

1. Describe and critique various ways in which social workers act as agents of social change in organizations and communities.

2. Describe and compare the roles and functions of community and organizational practitioners and give several examples of each.

3. Describe, critique and apply the concepts of service-effectiveness and client-centeredness to practice with organizations and communities.
4. Identify, describe, analyze, and resolve key ethical and value dilemmas facing organizational and community practitioners.

5. Utilize the skills and techniques required to identify, describe and analyze community strengths, problems, social and economic injustice, and needs including library, electronic and written resources.

6. Analyze an agency’s structure, culture, and environment and describe, critique and apply the skills needed to impact them.

7. Describe, critique and utilize several approaches that will increase workplace pluralism and be able to shape programs and services for a diverse clientele, especially populations-at-risk.

8. Analyze the dynamics of power and influence in organizations and communities and describe several change methods to increase the empowerment of workers and clients.

9. Describe and critique commonly employed models of community practice that social workers can use to exert influence through collective action to reduce social and economic injustice.

10. Demonstrate the knowledge and skills necessary to plan and facilitate a task group or team.

11. Apply several advocacy strategies to influence agencies, policy-makers, and communities in pursuit of social and economic justice.

12. Understand and apply several methods to evaluate and continuously refine community and organizational practice.

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES

A. Interweaving Curriculum Themes

Practice Centeredness: This is the overarching theme flowing from a view of social work as an applied discipline and service profession responsible for actions on the set of tasks in its professional domain.

1. Strengths Perspective
   Skills and knowledge that identify, tap into, and mobilize the strengths of communities and organizations to create productive exchange and achieve client system goals.

2. Social and Economic Justice
   Organizational and community development skills that expand opportunities for oppressed, stigmatized and marginalized populations to access and successfully negotiate needed environmental resources, and that promote a more just, humane and responsive communities and organizations.

3. Diversity
   The acquisition of knowledge and skills that show respect, sensitivity and appreciation for diverse persons, especially populations at risk, and their contributions to societal well-being. Populations include those differentiated by race, ethnicity, culture, religion, spiritual, class, sexual orientation, age, gender, and disability.

4. Critical Perspective
   Skills focused on learning how to learn in the profession now and over a professional lifetime. They include:
a. Critical examination of a selected number of theories, perspectives and models guiding and explaining practice.

b. Critical examination of beliefs and assumptions maintaining unjust and oppressive social structures and social practices.

c. Critical reflection on the student’s own practice, the professional knowledge-value assumptions that guide it, and the personal values, beliefs and biases that influence it for better and/or for worse.

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

IV. **LIBERAL ARTS PERSPECTIVE**

The course draws on the liberal arts as one vast and rich source of learning. As a practice course, the effort is to apply relevant knowledge and values from all sources that could illumine and guide actions to achieve the profession’s social purpose. Thus students are supported and challenged to use their knowledge from courses on history, literature, social sciences and fine arts along with the knowledge gained from life experiences and the accumulating body of professional knowledge.

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

V. **PROFESSIONAL PURPOSE AND VALUES**

A clear sense of professional purpose and the values embodied in its value system and code of ethics provide a necessary focus for selecting and using knowledge and perspectives from a rich array of learning resources, not least from the diverse client populations served by the profession. This clarity is at the heart of the course’s fundamental task of translating broad statements of professional purpose and values as reflected in the school’s mission statement and curriculum themes into specific purposeful practice acts.

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

VI. **PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS**

This course will focus on special populations through readings and discussion about how institutional racism, sexism, heterosexism, ageism and ableism are imbedded in our organizational structures. The importance of “place communities” and “communities of identification” in enhancing the well-being of special populations will also be included throughout the course. These will support the curriculum themes of social justice and diversity. Thus, the course uses case examples, readings, and lecture content to demonstrate the application of generalist practice concepts with diverse populations and with clients across the human life span.

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

VII. **TOPICS**

This course will introduce students to the history of social work within community and organizational practice, to the practice skills employed in these contexts, and how these skills relate to professional purpose, values and ethics. Social work practice is an agency-based profession. As the context for practice, social workers need to know how to strengthen, maintain and change the organizations within which they work so that the organization will be more responsive to both client systems and employees. Community practice is based on the belief that strong communities can enhance the well-
being of the people who live within their boundaries. The resources within communities are abundant and can be used to strengthen and maintain their members.

**Required Topics**

1. What is macro practice and what are social workers’ roles?
2. Targets of change in macro practice
3. Social workers as change agents in the community and in organizations.
4. Types of community practice – social planning, community organizing, social and economic development, advocacy, and political social work.
6. How to work with communities and their residents as a partner and without turning them into clients.
7. Advocacy tactics to influence agencies, policy-makers and communities.
8. Facilitating task groups and running meetings.
10. Myths about social work administration.
11. Definitions of organizational structure, power, organizational culture and climate, and environment.
12. Client-centeredness and service effectiveness: definitions and applications. How managers can improve both.
13. Unique characteristics of human service organizations and how they impact clients and administrative practice.
14. The importance of workplace pluralism on workers and clients and managing a climate of diversity.
15. Service delivery issues related to populations-at-risk.
16. Ethical dilemmas in community and administrative practice.
17. Evaluating community and organizational practice.

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. RECOMMENDED SOURCES AND READINGS**

**Possible Textbooks (none are specifically required)**


A set of recommended books and 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. REQUIRED AND RECOMMENDED ASSIGNMENTS

Assignments are designed to give students opportunities to learn the subject matter through active engagement in cognitive and behavioral activities implicit in the educational outcomes for the course. The assignments also serve to assess student progress and achievement of the stated outcomes. The assignments will focus on (1) the analysis of organizational and community phenomenon using key theoretical perspectives; (2) Application of course material in the interest of service improvement; and (3) Integrating course material into the student's practice repertoire.

In-class assignments will provide opportunities for students to apply the theories and skills learned throughout the course and will include discussions and critiques of specific practice situations drawn from the students’ practicum experiences as well as the instructor’s practice background; exercises such as role-playing and demonstrations to illustrate practice principles, skills and ethical dilemmas; and student presentations, individual and group, on practice issues, skills, value conflicts, and special population groups.

Do not include the following paragraph in the course syllabus, but note that the inclusion of this assignment is required:

One assignment is required for this class as it is a “signature assignment” which 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 SW 713 instructor.

Organizational Practice

1. Using your practicum or work agency as a learning laboratory, give and explain several specific examples of the different aspects of service effectiveness. Choose one aspect and describe how social work managers could improve performance in that area (Educational objectives 1, 2, 3, 6, 7, 8, 11).

2. Give several examples from your practicum or work agency of specific policies, practices, and procedures that are indicators of "client-centeredness." (Educational objectives 3, 7 & 9).

3. Describe several aspects of the culture of your practicum agency and describe the underlying belief for each one. How do these elements help or hinder clients and staff (Educational objectives 3, 6, 7 & 8).

4. Describe a situation where you observed unethical behavior on the part of an administrator and describe why you perceive the behavior as unethical by citing the specific provisions of the NASW Code that were violated (Educational objective 4).
5. Analyze the NASW Code of Ethics and identify at least two principles that will be very difficult for social work managers to implement. Explain your thinking (Educational objective 4).

6. Record your critical observations of a task group at your agency. What type of task group is it? What went well and what didn't? Collect examples of task and maintenance behavior by noting statements and behaviors (Educational objective 10).

Community Practice
Changes within social service agencies have an impact on the community within which they are located. Community impact should be considered in terms of such things as client satisfaction, economic or political issues, cultural relevancy of services, and well-being of both the natural and human community. Too often agencies have little relationship to the surrounding community even though they are community members.

1. Design a strategy for outreach to the community that will: a) involve residents appropriately in agency policies, programs, goals, and/or activities; or b) extend the activities of the agency into the community in an appropriate and mutually beneficial way. The proposal should draw upon the theoretical models discussed in class (Educational objectives 1, 2, 5).

2. Develop a proposal for comprehensive community-building in a community or neighborhood that you are familiar with. The proposal should relate to real concerns and real hopes that residents have with respect to the community and should draw upon the natural resources there in developing the community-building initiative. Discuss the process of development, the plan itself, its implementation, barriers to accomplishment, and likely results in the first year (and how they might be accounted for) (Educational objectives 1, 2, 3, 5, 8, 9, & 11).

Controversial Issues
You will research and write two papers on the controversial issues listed below. The papers are due on the day the issue is discussed in class. Your papers should not exceed 5 double-spaced pages, not counting reference page(s), and must be a “pro” or “con” response. Be sure to indicate your position on the issue very clearly; fence straddling will result in substantial reductions in points. Papers will be evaluated on their clear organization, quality of writing, persuasiveness, and especially the support (particularly empirical) for the argument. Research from the World Wide Web is not acceptable. (Educational objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 &12).

- Would it be a disaster if managers who were not educated as social workers administered most human service organizations?
- Is state licensing an obstacle to social work students’ selection of macro practice as a specialization?
- Is delivering social work services through private agencies more effective and efficient than through public agencies?
- Should clients have control over the policies of the agency?
- Should community programs be developed on the outside and if proven effective elsewhere be imported to a community?
• Do you agree with John McKnight that we should not turn communities into clients and should rely mostly on the natural resources there including associations, families, individuals, etc. Why or why not?
• In a strengths-based or asset-based approach to community work can you downplay problems and needs and concentrate primarily on resources, and collective goals and visions?
• Should community organizers share the defining characteristic of the community they organize (e.g., women organize women, gays organize gays, etc.)?

Macro Practice Paper

Write a short paper on a specific type of macro practice that has caught your attention and about which you want more information. **The instructor’s permission is required for your selection.** Address the following in your paper: 1) Define the type of macro practice on which you are focusing as well as its goal(s). 2) Describe the primary steps a social worker must go through to implement this type of practice. For example, what are the specific activities, tasks, skills and knowledge that are part of this type of practice? 3) Give and explain a specific example of circumstances when one might use this type of macro practice and the types of outcomes one might expect. (Educational objectives 1, 2, 7, 9, & 11).

The paper can be no longer than five pages of text and must have a minimum of six references to social work journals and/or books (not including class readings). Write the paper as if you are explaining your topic to me without assuming that I already know about it. The paper is worth a maximum of 35 points.

You may choose to work in two-person teams (or not) on the paper. Team members will receive the same grade for the assignment. Papers written by teams may be one page longer and must include at least 10 references. Expectations will be higher for assignments written by teams, such as stronger support for your arguments and greater use of the professional literature.

Papers will be evaluated based on the following criteria and weighting of the criteria:

✓ Quality, clarity, and strength of points made in argument (0 to 20 points)
✓ Use of professional literature to explain or support your argument (0 to 10)
✓ Quality of writing and organization of the paper. (0 to 5)

**NOTE:** Advisory comments for instructors are in italics.

If you (instructors) have any questions about the following information, you are strongly advised to seek clarification and advice from your mentor, especially if you do not have much teaching experience.

You must include this section in your syllabus.

X. **GRADING**

A. Final Grades
Instructors may use the following grades: A, A-, B+, B, B-, C+, C, C-, and F. (There is no A+ at KU). You do not have to use pluses and minuses. Many instructors do not because when grading papers (as opposed to tests) it is hard to finely differentiate between a B and B+ for example.

The following section, “What Grades Mean,” describes the meanings attached to particular grades. You may or may not include this information in your syllabus.

What Grades Mean
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.

Instructors must explain how final grades will be calculated, and, if applicable, the number of points needed to get an A, B, etc. If assignments are to be weighted differentially, that should be clearly explained here.

B. Assignment of Grades
This information may be included in this section or with the information describing assignments. You are required to inform students of the criteria you’ll use to grade an assignment (e.g., persuasiveness of arguments, writing, etc.) and their relative weighting. Indicate the proportion of the final grade each assignment comprises. Please be sure to indicate the due date for each assignment.

C. Class Participation
You must indicate if class participation will comprise part of students’ class grades. The School does not require instructors to make participation part of the course grade. If you choose to do so, make sure to do all of the following: 1) define class participation and what students have to do to get full credit; and 2) what proportion of the final grade will participation be.

D. Attendance
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. If this rare circumstance should occur, the instructor will consult with the MSW Program Director regarding failing the student on the basis of excessive absences. The decision of the instructor in consultation with the MSW Program Director shall be final.

E. Late Assignments
Indicate your policy toward late assignments. Here are some possibilities:
- Late assignments will not be accepted without prior permission
- Late assignments will be treated as an “F.”
• Grades on late assignments will be reduced by X% (or X points) for each day/week beyond the due date.

F. Incomplete grades.
You are required to include the following language in your syllabus:

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.

G. 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.

Use of Laptops: Instructors may use their discretion whether to allow students to use laptop computers during class.

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 students should call to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes 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.
Appendix 1:

Embedded Measure for EPAS Competency 2.1.9: Respond to contexts that shape practice

**Purpose:** This assignment is intended to help students to increase their capacity to respond to and promote changes in the social contexts that shape social work practice.

**Instructions:** This assignment will allow you to develop a proposal for a community level intervention based on one of the practice models presented in class for a community or neighborhood with which you are familiar. The proposal should relate to real concerns and real hopes that residents have with respect to the community and should draw upon the natural resources and strengths present within the community.

You will first analyze the community. As a result of this analysis, select one community problem or issue for action. The issue should be of significance to the community. Then you will design an intervention for the community and the issue based on the models of community practice presented in readings and class. This assignment must include at least five empirical sources from relevant peer-reviewed journals.

In a total of no more than 10 pages (excluding references and any relevant appendices), you must cover the following:

- A brief description of the community (no more than 1 page) including community and empirical data.
  1. Define the community. Is this a geographic community or a community of interest?
  2. What are the pressing social problems or issues the community is currently facing?

- A brief description and critical analysis of a problem or issue that the community faces (no more than 1-2 pages); include empirical and community data.
  1. To what extent does the problem occur within the community?
  2. Are there certain segments of the community that are affected by this problem more than others? (e.g., possible disparities – does a certain racial or ethnic group, social class, or gender experience this problem to a greater extent than others in the community?)
  3. What factors help you understand the etiology (e.g., its underlying causes) of the problem?

- From the models of community practice, select the one(s) which you believe has the greatest potential to impact or resolve the problem. Critically analyze and discuss the rationale for your choice. Explain what steps will be taken to implement and carry out your intervention.

- Identify any social work values, ethics, ethical dilemmas and multicultural perspectives that may influence your choice and success of community intervention approach and strategies for intervention.

- Develop a time line and expected outcomes for your intervention. Briefly articulate plans to evaluate progress towards stated outcomes (how will you measure success?). Discuss any anticipated barriers to implementation and accomplishment of outcomes.

- **Briefly** answer the following questions:
1. Who are the targets of change (the people who experience or can help the problem or issue)?
   a. Who are the key constituents you will need to involve? Think in general terms (i.e., community leaders, key agency personnel, key organizational partners such as neighborhood schools, churches, etc.) – you do not need to identify specific people by name.
   b. How will you get them involved?
2. Who are the agents of change (the people who can help with the improvement)?
   a. Who in the community has the power to make changes? Think in general terms (i.e., community leaders, key agency personnel, key organizational partners such as neighborhood schools, churches, etc.) – you do not need to identify specific people by name.
   b. Who has access to these decision-makers?
   c. How will you get them involved?
3. How might you use technology (blogs, facebook, twitter, text blasts, etc.) to get the targets and agents of change involved?

**Instructor Scoring Guide for Embedded Assignment for PC 2.1.9**

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>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
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<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
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Appendix 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.

### SW 713: Community and Organizational Practice

<table>
<thead>
<tr>
<th>Competency</th>
<th>KUSSW Foundation Level Practice Behaviors</th>
<th>Related Educational Outcomes</th>
<th>Session Number of Content Coverage (in class syllabus)</th>
<th>Assignments (in class syllabus)</th>
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<tbody>
<tr>
<td><strong>2.1.1 Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>Advocate for client access to the services of social work.</td>
<td>Describe and critique various ways in which social workers act as agents of social change in organizations and communities</td>
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<td>Attend to professional roles &amp; boundaries.</td>
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<td><strong>2.1.2 Apply social work ethical principles to guide professional practice.</strong></td>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles.</td>
<td>Identify, describe, analyze, and resolve key ethical and value dilemmas facing organizational and community practitioners</td>
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<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<th>2.1.3 Apply critical thinking to inform and communicate professional judgments</th>
<th>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</th>
<th>Utilize the skills and techniques required to identify, describe and analyze community strengths, problems, social and economic injustice, and needs including library, electronic and written resources.</th>
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<tr>
<td>2.1.4 Engage in diversity and difference in practice</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Analyze the dynamics of power and influence in organizations and communities and describe several change methods to increase the empowerment of workers and clients.</td>
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<td></td>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Describe, critique and utilize several approaches that will increase workplace pluralism and be able to shape programs and services for a diverse clientele, especially populations-at-risk.</td>
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<td>2.1.5</td>
<td>Advocate human rights and social and economic justice.</td>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
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<tr>
<td>2.1.6</td>
<td>Engage in research-informed practice and practice-informed research</td>
<td>Use research evidence to inform practice.</td>
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<tr>
<td>2.1.7</td>
<td>Apply knowledge of human behavior and the social environment</td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
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<tr>
<td>2.1.9</td>
<td>Respond to contexts that shape practice</td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td>2.1.10</td>
<td>ENGAGE Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<tr>
<td>2.1.10</td>
<td>ASSESS Engage, assess, intervene, and evaluate with individuals, families, groups,</td>
<td>Collect, organize, and interpret client data.</td>
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<tr>
<th>organizations, and communities</th>
<th>including library, electronic and written resources.</th>
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<tbody>
<tr>
<td>Assess client strengths and limitations.</td>
<td>Utilize the skills and techniques required to identify, describe and analyze community strengths, problems, social and economic injustice, and needs including library, electronic and written resources.</td>
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<td>Develop mutually agreed-upon goal &amp; objectives.</td>
<td>Describe, critique and apply the concepts of service-effectiveness and client-centeredness to practice with organizations and communities.</td>
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<tr>
<td>Select appropriate intervention strategies.</td>
<td>Apply several advocacy strategies to influence agencies, policy-makers, and communities in pursuit of social and economic justice.</td>
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<td>2.1.10 INTERVENTION</td>
<td>Initiate actions to achieve organizational goals.</td>
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<tr>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Apply several advocacy strategies to influence agencies, policy-makers, and communities in pursuit of social and economic justice.</td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate for clients.</td>
<td>Apply several advocacy strategies to influence agencies, policy-makers, and communities in pursuit of social and economic justice.</td>
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<tr>
<td>2.1.10 EVALUATE</td>
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<tr>
<td>Engage, assess, intervene, and <em>evaluate</em> with individuals, families, groups, organizations, and communities</td>
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<td>Critically analyze, monitor and evaluate interventions.</td>
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<td>Understand and apply several methods to evaluate and continuously refine community and organizational practice.</td>
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