THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

Course Number Unique Number	SW 381T 61860	Instructor	Liz Ownby, LMSW liz.ownby@gmail.com
Semester	Fall 2011	Office Hours	Thursdays 4:30PM – 5:30PM
Meeting Time	Thursdays 5:30PM – 8:30PM	Office Phone	471-9826
Room	SSW 2,132	Office Location	3.104A

Dynamics of Organizations and Communities

I. COURSE DESCRIPTION

This course familiarizes students with the macro context of social work practice. It examines the reciprocal relationship between human behavior and social environments. It emphasizes the interlocking and complex nature of culture and personal identity with content on populations-at-risk, examining the factors that contribute to and constitute being at risk. It introduces the student to the obligation that social services meet the needs of groups served and are culturally relevant. This includes equipping students with skills to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

This course examines the impact of social structure and other societal factors on one's personal life chances in relation to equity, fairness, opportunity, and other issues of social and economic justice. Drawing on a systems-ecological perspective, this course helps students develop skills at using systems thinking approaches to understanding organizations and communities with special emphasis on their application to a variety of oppressed and disadvantaged populations and multiple levels of intervention. Special emphasis is given to the development of assessment skills and intervention methods that are relevant to empowerment, capacity building and social change within organizations and communities. Understanding the role of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability is an integral part of this course.

II. COURSE OBJECTIVES DYNAMICS OF ORGANIZATIONS AND COMMUNITIES

1. Discuss communities and organizations as a context for professional practice to meet individual needs, build community capacity, and promote social and economic justice **(PB 11 and 27)**;

2. Demonstrate an understanding of the value dilemmas and ethical issues confronting social work professionals and their implications for social work practice with organizations and communities **(PB 27)**;

3. Assess the influence of community norms, priorities, and competitive community factions on the social structure of communities and the delivery of human services **(PB 11)**;

4. Assess various evidence-based intervention approaches for working with organizations and communities **(PB 11)**;

5. Analyze the impacts of organizational and community dynamics on populations at risk and relate those impacts to the participation of such populations in organizational and community governance, human service provision, and policy formulation **(PB 12 and 27)**;

6. Evaluate alternative strategies for initiating change in organizations and communities, including planning models, coalition building, community development, direct action, and legislative advocacy **(PB 11, 12, 27 and 28)**;

7. Understand the relevance of age, race, gender, social class, culture, ethnicity, religion, sexual

orientation, national origin, and physical and mental ability in social work practice that is grounded in social and economic justice **(PB 11)**.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be found in your Student Handbook.

EP2.1.3 Apply critical thinking to inform and communicate professional judgments.

>
> **PB11** Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom
> <u>Objectives</u> 1, 3, 4, 6, 7
> <u>Assignments:</u> Task Group Project, Utopia Paper, Chapter Reviews, Classroom Discussion and Exercises, Assigned Reading
>
> **PB12** Analyze models of assessment, prevention, intervention, and evaluation
> <u>Objectives:</u> 5 and 6
> <u>Assignments:</u> Task Group Project, Utopia Paper, Classroom Discussion and Exercises, Assigned Reading
>
> **PB13** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
> <u>Objectives:</u> (not specified)
> <u>Assignments:</u> Task Group Project, Utopia Paper, Executive Summary, PSA, Classroom Discussion and Exercises

EP2.1.9 Respond to contexts that shape practice.

>
> **PB27** Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
> <u>Objectives</u> 1, 2, 5, 6
> <u>Assignments:</u> Task Group Project, Utopia Paper, Chapter Reviews, Assigned Reading
>
> **PB28** Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
> <u>Objective:</u> 6
> <u>Assignments:</u> Task Group Project, Utopia Paper, PSA, Classroom Discussion and Exercises

III. COURSE SCHEDULE

Assigned Reading Prior to Class Meeting	Class Date	Class Meeting Agenda
	August 25	Introductions, Syllabus Review, Task Group Formation, Housekeeping
Chapter 1 & 2 Chapter 1 & 2 Review Code of Ethics Preamble, Purpose & Principles & Standard 1	September 1	*Intro to Macro Practice & Historical Roots Ch. 1 & 2* Chapter 1 & 2 Review Due Class Discussion *Video – The Heart of Bassett Place*
Chapter 3 Chapter 3 Review Ethics Standard 2	8	*Understanding Community & Organizational Problems Ch. 3* Chapter 3 Review Due Class Discussion Task Group Meeting- Review Work Plan Assignment
Chapter 4 Chapter 4 Review Ethics Standard 3	15	*Understanding Populations Ch. 4* Chapter 4 Review Due Task Group Work Plan Due Class Discussion and Case Study
Chapter 5 Chapter 5 Review Ethics Standard 3	22	*Understanding Communities Ch. 5* Chapter 5 Review Due *Guest: Open Arms –* www.theopenarmsshop.com *Review Executive Summary Assignment*
Chapter 6 Chapter 6 Review Ethics Standard 4	29	*Assessing Communities Ch. 6* Chapter 6 Review Due Class Discussion and Case Study *Mid-semester Course Evaluation*
Chapter 7 Chapter 7 Review Ethics Standard 4	October 6	*Understanding Organizations Ch. 7* Chapter 7 Review Due Utopia Paper and Executive Summary Due Utopia Paper Executive Summary Presentations
Chapter 8 Chapter 8 Review Ethics Standard 5	13	*Assessing Human Service Organizations Ch. 8* Chapter 8 Review Due *Guest : Mickey Jacobs Deputy Director for Strategic Operations, Office of the Attorney General*
Chapter 9 Chapter 9 Review Ethics Standard 5	20	*Building Support for Proposed Change Ch. 9* Chapter 9 Review Due Class Discussion Task Group Meeting
Chapter 10 Chapter 10 Review Ethics Standard 6	27	*Selecting Appropriate Strategies & Tactics Ch. 10* Chapter 10 Review Due *Video – The Democratic Promise: Saul Alinsky & His Legacy*
Chapter 11 Chapter 11 Review Ethics Standard 6	November 3	*Planning, Implementing, Monitoring & Evaluating the Intervention Ch.11* Chapter 11 Review Due *Guest : Cecile Young, Former State HHS Program Director, Strategic Planner, and Budget Director*
Non-Profit Funding Article	10	*Non-Profit Funding* *Guest: Saint Louise House- www.saintlouisehouse.org*
Outside Task Group Meeting	17	All Task Group Papers Due Group Presentations and PSAs Begin
	24	NO CLASS – Happy Thanksgiving
Public Speaking/Presentation Article	December 1	Group Presentations and PSAs Conclude Course Instructor Evaluation

IV. TEACHING METHODS

Course content is covered through reading, listening, critical thinking, and discussing social work practice in organizations and communities. Class sessions will be devoted to focused discussions which flow from assigned readings and supplemental materials presented in class. Students are strongly encouraged to bring in articles of interest to share with the class. Students are expected to be fully prepared and to ask informed questions, share experiences, and actively participate in class discussions. In addition, the class may include small group experiential learning, videos to generate discussion, and guest speakers from the community.

V. REQUIRED TEXT AND MATERIALS

Netting, F.E., Kettner, P.M., McMurtry, S.L., Thomas M.L. (2012). Social Work Macro Practice (5th ed.). New York: Allyn and Bacon.

Copy of NASW Code of Ethics. http://www.naswdc.org

You are required to bring your text book to class each meeting to fully utilize the group exercises and discussion questions found in the text. **Additional reading may be assigned** throughout the course and will be assigned one week in advance to ensure adequate preparation before class. The assigned reading represents the minimum required for this course. There is a vast body of literature available on organizations and communities. An extensive bibliography is provided at the end of the syllabus.

VI. COURSE REQUIREMENTS, GRADES AND ASSIGNMENTS

All students are required to complete a group project, an individual paper, and weekly chapter reviews. Class participation will also be factored into the course requirements.

Assignment	% of Grade
Task Group Project	35%
Utopia Paper	30%
Weekly Chapter Reviews	25%
Class Participation	10%

100 – 94	= A		76 – 74	= C
93 – 90	= A-		73 – 70	= C-
89 – 87	= B+		69 – 67	= D+
86 – 84	= B		66 – 64	= D
83 – 80	= B-		63 – 60	= D-
79 – 77	= C+		59 & below	= F

Important Due Dates to Remember

September 1, 8, 15, 22, 29 October 6, 13, 20, 27 November 3	Chapter Reviews Due
September 15	Task Group Work Plan Due
October 6	Utopia Paper and Executive Summary Due Utopia Paper Presentations
November 17	Task Group Papers Due and Presentations Begin
December 1	Task Group Presentations Conclude Course Instructor Evaluation

<h1 align="center">ASSIGNMENTS:</h1>

<h2 align="center">***Utopia Paper*** (30% of Final Grade)</h2>
<p align="center">"utopia *n* 2: a place of ideal perfection esp. in laws, government, and social conditions"</p>

There are two deliverables associated with this project:

1) **Written Report: (75 Pts.)** You are interested in the profession of Social Work for some personal reason. You may care deeply about a cause or personally experienced something which impacted your life, or maybe you just have a compassionate heart for service.

Write an 8-10 page (max) professional report exploring a problem you care about and explain how you would address the issue if you lived in "ideal perfection." The report must be well organized, concisely written and neatly presented and free of spelling and grammatical errors. The paper should be double-spaced and properly cite all research material utilizing the APA format (APA 6th Edition). Graphics and/or other visual representations of information are encouraged when they add to the content of the report, but are not necessary.

Guidelines for Utopia Paper:
- Introduce the problem, your history and personal connection.

- Describe how you gathered information about the problem and describe the environment and systems surrounding the issue.

- Describe how the problem is impacting the larger community, how others are addressing similar problems and describe of your approach to address the problem.

- Identify who needs to be involved for your plan to be a success. Identify potential barriers to your plan and how the barriers can be overcome. Identify needed resources.

- Explain how your approach would be evaluated and how you will know your plan is a success

- Demonstrate an understanding of course learning objectives.

DUE: *Submit in hard copy format at the beginning of class October 6th.*

2) **Executive Summary and Presentation: (25 Pts.)** You will develop a **1-2 page (max)** Executive Summary of your Utopia Paper. The purpose is to demonstrate your written and verbal ability to concisely and clearly lay out an issue and recommend action.

Guidelines for Executive Summary and Presentation:
- Include a problem statement, background, your recommendation for necessary change, and how the decision maker can assist. Don't forget to include contact information.

- This should be written and presented in such a way that a busy administrator or policy maker, who doesn't know anything about the issue, could quickly read or hear it, gain a cursory understanding, possibly feel compelled and begin to consider their role in the solution.

DUE: *Submit in hard copy format at the beginning of class October 6th. Presentations held October 6th.*

<p align="center">**Task Group Project** (35% of Final Grade)</p>

Much of our professional work is done through task groups which are working groups designed to achieve some specific goal or objective. Examples of task groups include staff meetings to clarify policies, team meetings to coordinate treatment plans, inter-agency councils to work out service agreements, Board of Director meetings to provide community oversight, committees to plan fundraising events, conference planning committees for professional associations and community meetings to help residents voice concerns and solve problems.

This project requires students to work in a task group, the size of which will be determined during the first class meeting. The task group is charged with working together to **identify and assess a critical social problem in a community and identify an innovative approach to address the problem.**

There are four deliverables associated with this project:

1) Work Plan: Each task group will **develop a work plan** to organize and guide the group's activities. This may mean breaking into smaller sub-groups to conduct specific tasks related to the project. The task group will be provided with meeting time during class. However, it is expected that **additional time will be required outside of class** for the completion of project.

> **Guidelines for Work Plan:** Each group is expected to develop a detailed work plan to guide the implementation of the project. The plan should include tasks to be completed, a timeline with projected completion dates and the delineation of group member responsibilities, including sub-committee groups (See Attachment 1).

> **DUE:** *Submit in hard copy format at the beginning of class September 15th.*

2) Written Report: Each task group will **produce a 20–25 (max) page professional report** which must be well organized, concisely written and neatly presented and free of spelling and grammatical errors. The report should be double-spaced and properly cite all research material utilizing the APA format (APA 6th Edition). Graphics and/or other visual representations of information are encouraged if they add to the content of the report, but are not necessary.

> **Guidelines for Written Report:** In developing the report, be purposeful about tying the project to the course objectives stated on pages 1 & 2 of the class syllabus and including appropriate elements of the NASW Code of Ethics into the project. Groups are also encouraged to go out into the community and speak with community members and agency representatives (See Attachment 2).

> To guide your efforts, follow the Social Work Problem Solving Strategy outline found below. Additional detail can be found in *Community Practice: Theories and Skills for Social Workers* by Hardcastle, Powers and Wenocur (2004). To fully flesh out the outline, review the appendices found chapters 4, 6, 8, 9 and 11 of your text, *Social Work Macro Practice.*

> *Social Work Problem Solving Strategy Outline:*
> • Recognition of a problem and establishment of a need for change
> • Information gathering
> • Assessment and the development of a theory and plan for change
> • Intervention and the change effort
> • Evaluation and termination of the change effort

> **DUE:** *Submit in hard copy format at the beginning of class November 17th.*

3) Class Presentation: In addition to the written report, **each group will make a class presentation** of their assessment and innovative approach to addressing their chosen community problem.

Guidelines for Presentation: The presentations should be 25-30 minutes in length **(max)** with an additional 5-10 minutes for questions. You are not required to present your whole paper during this time - only the highlights. The task group will need to define who the audience is and make the presentation as though presenting to that audience (See Attachment 2). **If your group presents on the first presentation day, it is expected you will return to class on the last day to hear your colleagues' presentations.**

Due: *Class presentations begin November 17th.*

4) Public Service Announcement Presentation: Each group will develop a 1-2 minute (max) Public Service Announcement (PSA) based on your identified community issue and innovative solution and present it to the class. We live in a highly tech savvy world where, increasingly, you only have 1 minute or less to get your "sound bite" heard. This is your opportunity to creatively grab an audience's attention, and convince them there is a problem and tell them what they can begin to do about it.

Guidelines for PSA: For economy of time, you are encouraged to work on this idea as you develop your paper and presentation. You are encouraged to be creative and use any media you like (art, music, video, social network, etc). Be prepared with all your media needs (See Attachment 2).

DUE: PSA Presentations begin November 17th. A copy of your PSA is due upon conclusion of your presentation.

This is a group project and the group will be held responsible for its successful completion. The group should address issues regarding quality standards for the project, timely task completion, workload, etc. If and when problems arise in the group, the group should refer to the agreed upon workplan and develop appropriate solutions prior to coming to me with issues. I will be available to consult with the groups as needed.

Chapter Reviews (25% of Final Grade)

Eleven Chapter Reviews covering **material from your text chapters and the NASW Code of Ethics** will be required.

DUE: Reviews are due 9/1, 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3

Class Participation (10% of Final Grade)

It is important to arrive on time, be prepared by having read the assigned material and be ready to turn in deliverables. Everyone is expected to remain for the entire class and be actively and meaningfully engaged. Because you are graduate students, it is expected that you are able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone.

Discussion Facilitation: Public speaking, educating and facilitating are extremely important skills in macro practice. Each student will be asked at some point to facilitate a class discussion. **No preparation is required other than completing the assigned reading.**

Evaluation of Task Group Project: At the end of the semester, each task group member will fill out an evaluation of their individual participation and the participation of other task group members (See Attachment 3).

DUE: *Submit Evaluation in hard copy format at the beginning of class November 17th with your written report. It will be counted as part of your Class Participation grade.*

The University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Maintaining Confidentiality
Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality and is grounds for disciplinary action within the school and/or possible expulsion.

Professional Accountability/Conduct in Class
As graduate students you are to act like professionals in class. This means arriving on time for class, prepared to participate in the class discussion, and showing respect for one another's opinions. Part of professional accountability includes treating others with respect and courtesy listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, you are required to engage one another with respect and professionalism at all times.

Use of Cell Phones in the Classroom
Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time without special circumstances about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

Time Management
Assignments and Chapter Reviews are due by 5:40 PM the day of class. Assignments turned in after 5:40 pm the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late (students will be allowed a "grace pass" on one assignment turned in one day late during the semester). Late assignments will be accepted electronically within 24 hours from due date and time. The student must notify the professor by email or phone message that the assignment has been submitted electronically.

Attendance
A student is considered late if arriving to class after 5:45pm. Three late arrivals will count as one class absence. **Three points for each absence will be deducted from the participation grade regardless of the reason for the absence.** One "grace pass" will be given for extreme emergencies.

Attendance and participation is expected for all students. After two absences, the student will be asked to arrange for an office visit to discuss the attendance policy. Three or more absences may result in the student being dropped from the class.

Classroom exercises, discussions, guest speakers and other class experiences are essential for the students' learning. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit to discuss missed classroom material in more detail.

Religious Holidays
By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

APA Guidelines and Crediting Sources
The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. The complete manual is available in the Learning Resource Center. You can also find on-line assistance with electronic reference guidelines at: APAStyle.org. When using information from other sources, references and the bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy.

Concerns about Assignments or Grades
Students with concerns or questions about assignments or grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student.

Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before the assignment is due.**

Documented Disability Statement
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently— daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Email will be a frequent mode of communication between the professor and students. All students are responsible for checking their email on a regular basis for class updates and alerting the professor about email address changes. Students can use email to ask questions between class meetings. However, use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting during office hours.

Safety
As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)
If students are concerned about the well being of a UT student or employee who may be acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP) and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building.
- Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

SW 381T Dynamics of Organizations and Communities, Fall 2011

Work Plan for Group Project

A work plan is a planning tool that will help your group organize its project and identify important tasks that need to be accomplished and who is responsible for them. It should be seen as a working document which will require periodic review to make sure tasks are being completed on time. The work plan should also be flexible as you may find it necessary to adjust time-lines and due dates as the project unfolds.

Attached are two examples of typical work plans. The first, represents the type commonly referred to as a Gantt Chart. Along the vertical axis is a list of tasks and initials of who is responsible. The horizontal axis represents the time available to complete the project. I've included a hypothetical time-line for some of the tasks to illustrate how this type of work plan can be used to track the timely accomplishment of tasks. Below the work plan, I've listed important dates to remember throughout the project.
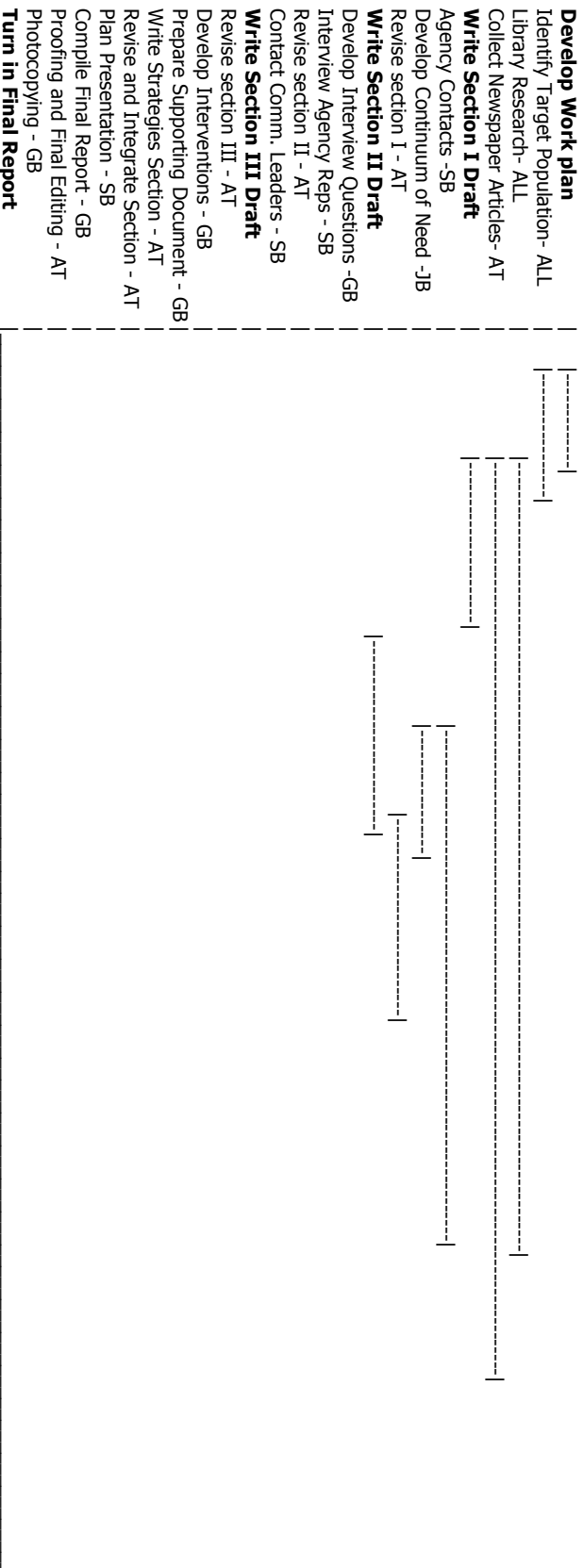
The second example represents an alternative way to present a work plan. In this example, you identify significant blocks of time and then simply list the critical tasks which need to be accomplished during the identified time-frame. You might want to use a flow chart format to graphically represent your work plan. The choice is yours, but you must remember to include the tasks, the dates and the assignment of those tasks to team members. Team members are responsible for carrying out the tasks and keeping the team informed.

Word and Excel are both powerful tools. Some of you may have access to project planning computer software. Much of this software allows you to develop elaborate work plans and gives you the flexibility to present it in several different formats.

A word of caution! The work plan is not a major part of the project and a very small part of your grade. Don't become so preoccupied with developing a sophisticated work plan that it detracts you from the real work of the project. The work plan is simply a tool to help you organize your work. It should be frequently reviewed by your group and modified as appropriate. Remember the goal is to organize and plan your work so that you can complete the project within the semester time frame.

Example One
Sample Work Plan for A Needs Assessment

Tasks and Team Member

Develop Work plan
Identify Target Population- ALL
Library Research- ALL
Collect Newspaper Articles- AT
Write Section I Draft
Agency Contacts -SB
Develop Continuum of Need -JB
Revise section I - AT
Write Section II Draft
Develop Interview Questions -GB
Interview Agency Reps - SB
Revise section II - AT
Contact Comm. Leaders - SB
Write Section III Draft
Revise section III - AT
Develop Interventions - GB
Prepare Supporting Document - GB
Write Strategies Section - AT
Revise and Integrate Section - AT
Plan Presentation - SB
Compile Final Report - GB
Proofing and Final Editing - AT
Photocopying - GB
Turn in Final Report

1	8	15	22	29	6	13	20	27	3	10	17	24	2	5	**8**
September					**October**				**November**				**December**		

Important Project Dates:

22 September — Work plan due
29 September — Brief description of target population
13 October — Target Population Identification Section Due
27 October — Problem Identification Section Due
10 November — Resource Identification Section Due
17 November — Report Due
24 November — Presentation

Example Two
Sample Work Plan for a Feasibility Analysis

To respond adequately to the information needs of CMHC and to achieve the objectives of the project, the following work plan is proposed.

September 1 through December 31

- Evaluate existing database - All
- Identify additional data elements to be included in the analysis - All
- Prioritize areas of data collection - All
- Initiate data requests for updated data and new data elements - SB
- Data collection, entry, and aggregation - NO
- Construct data files for analysis - NO
- Develop plan for analysis with input from CMHC - SK
- Summary of work in progress - OS

January 1 through March 31

- Develop priority-ranking for identification of Food Stamp E&T and JOBS counties - ALL
- Conduct analysis for priority ranking system - NO
- Prepare preliminary written report for CMHC STAR program by April 1, 2011 and the Final Report will be completed by August 31, 2011 – SB & SK
- Summary of work in progress - OS

April 1 through July 15

- Continue to update and expand existing database - NO
- Identify data to be included in the county profiles - All
- Plan and conduct data analysis for county profiles - All
- Develop layout for county profiles – SB & SK
- Summary of work in progress - OS

July 15 through August 31

- Prepare final written report for CMHC STAR and SAFE programs - OS
- Respond to additional information requests - All

Task Group Project Grading Rubric

Group Issue: _____

Group Member Names: _____

Work Plan (10pts)   _____

- Included tasks to be completed and due dates
- Included responsibilities of group members
- Updated periodically

Class Presentation (20pts)   _____
- Definition of and presentation to selected audience
- Assessment of problem and presentation of solution
- Organization, clarity and overall professional presentation

Public Service Announcement (10pts)   _____
- Captured audience's attention
- Articulated issue clearly and within the allotted time
- Demonstrated creativity

Written Report (60pts)   _____

Recognition of a problem and establishment of a need for change.
- Introduction to the problem and why the problem was chosen
- Explanation of the history of the problem

Information gathering.
- Description of how the group gathered information about the problem
- Description of the environment and systems surrounding the problem

Assessment and the development of a theory and plan for change.
- Explanation of which theory(s) the group used when assessing the problem
- Explanation of how the problem is impacting the community
- Explanation of how others are addressing similar problems
- Identification of approaches to address the problem
- Explanation of how the group's plan follows the theory(s) used to assess the problem

Intervention and the change effort.
- Identification of who will need to be involved to make the plan a success
- Identification of potential barriers to the plan and how the barriers can be overcome
- Identification of needed resources

Evaluation and termination of the change effort.
- Description of how the group's approach and plan would be evaluated
- Description of how the group will know when the plan is a success

Understanding of learning objectives and Code of Ethics demonstrated

        Total (100pts):   _____

Task Group Project: *Evaluate Your Contributions*

Your Name:_____

My contribution to the development of the chosen issue was strong.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

My contribution to the development of the group's work plan was strong.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

My contribution to the research of the group's chosen issue was strong.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

My contribution to the formation of a plan to address the issue was strong.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

My contribution to the development of the presentation was strong.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

In general, I believe I pulled my weight on this assignment.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Please feel free to share any comments:

Task Group Project: _Evaluate Other Member's Contribution_

Group Member Name:_____

This member contributed equally to the task group's efforts.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Comments:

Group Member Name:_____

This member contributed equally to the task group's efforts.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Comments:

Group Member Name:_____

This member contributed equally to the task group's efforts.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Comments:

Group Member Name:_____

This member contributed equally to the task group's efforts.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Comments:

Group Member Name:_____

This member contributed equally to the task group's efforts.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Comments:

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