

College of Social Work

SOWK 732: SOCIAL WORK PRACTICE WITH ORGANIZATIONS AND COMMUNITIES

COURSE DESCRIPTION:

This course develops skills for effective social work practice within dynamic and multifaceted community and organizational settings. It builds on knowledge obtained across the foundation curriculum to move students from understanding concepts to making systemic change. Main substantive areas include task groups, community assessment, community engagement strategies, and organizational capacity. The primary goal of this course is to produce practitioners capable of beginning to stimulate effective social transformation through administrative, organizational, and community contexts; as well as practitioners who work efficiently towards enhanced social justice and equality. Students will engage in evidence-based social work methods that focus on change at the community level through strategic partnerships and action.

LINKAGES TO OTHER COURSES

This course builds upon knowledge gained in SOWK 722: Individuals, Families, and Small Groups; SOWK 712: HBSE I; SOWK 741 Social Welfare Problems and Policies

LEARNING OUTCOMES (EPAs Competencies):

Students who successfully complete this course will be able to:

1. Identify and articulate the strengths and weaknesses of community-level social change paradigms for diverse settings. **(2.1.7)**
2. Use practice skills in the multifaceted roles of social workers in organizational and community practice, including: community building, resource building, task groups, collaboration regarding assessment and intervention, and interactions with diverse communities. **(2.1.3; 2.1.6; 2.1.10)**
3. Demonstrate foundational interpersonal skills and professional use of self in facilitating task groups. **(2.1.3; 2.1.4; 2.1.10)**
4. Collaboratively select social change goals and strategies appropriate for specified community contexts. **(2.1.3; 2.1.4; 2.1.9; 2.1.10)**
5. Explain how to apply social change strategies in community and organizational contexts. **(2.1.10)**
6. Articulate the social work contribution to community- and organizational-level social change processes. **(2.1.1; 2.1.2)**
7. Apply knowledge and skills to contribute effectively to a community-level social change process. **(2.1.5; 2.1.6; 2.1.9)**
8. Apply theoretical concepts of task groups to understand group and organizational communication, group culture, and leadership and power dynamics across systems. **(2.1.4; 2.1.10)**
9. Identify and analyze value, conflicts and ethical dilemmas that may face the generalist social worker in practice with organizations and communities and suggest responses that are consistent with social work values and the NASW Code of Ethics. **(2.1.3; 2.1.4; 2.1.10)**

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Social Work Core Competencies		Practice Behaviors	Assignments
2.1.1	Professional Identity	advocate for client access to the services of social work	1
		attend to professional roles and boundaries	1, 2, 4
		demonstrate professional demeanor in behavior, appearance, and communication	3
2.1.2	Social Work Ethics	make ethical decisions by applying standards of the NASW Code of Ethics	2, 4
		apply strategies of ethical reasoning to arrive at principled decisions	2
2.1.3	Critical Thinking	distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	2, 4
		analyze models of assessment, prevention, intervention, and evaluation	2
		demonstrate effective oral and written communication in working with individuals, families, groups and communities	2, 3, 4
2.1.4	Diversity in Practice	view themselves as learners and engage those with whom they work as informants	2, 4
2.1.5	Human Rights & Justice	engage in practices that advance social and economic justice	2
2.1.6	Research Informed Practice & Practice - informed research	use research evidence to inform practice	2, 4
2.1.7	HBSE	utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation	2, 4
2.1.9	Practice Contexts	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	2
		Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	2
2.1.10	Engagement	substantively and effectively prepare for action with individuals, families, groups	1
		use empathy and other interpersonal skills	2
		develop mutually agreed-upon focus of work and desired outcomes	1
	Assessment	collect, organize, and interpret client data	2, 4
		assess client strengths and limitations	2, 4
	Intervention	initiate actions to achieve organizational goals	2

COURSE ASSIGNMENTS (REQUIRED)

Community Practice Project

Students are divided into community project task groups at the beginning of the semester; grades for the community project plan, final community project assignment, and the project presentation are awarded as a group (not by individuals). An attempt is made to assign students to projects based on their general interests. Each group will be tasked with a specific project, which will be implemented in the community. Topics, projects and group assignments will be announced in the first class session.

In each project, students will:

- Identify and engage with stakeholders of a specific community.
- Assess the community and the designated topic or issue to be addressed through observation, research, and engagement with stakeholders.
- Identify evidence-based practice models or possible strategies related to the given topic/issue.
- Explore the feasibility of these models or strategies with stakeholders.
- Consider capacity and sustainability issues and recommend strategies for addressing each, given the chosen model or strategy.

Each community practice project has three products:

1. Community Project Plan
2. Final Community Assessment Project Paper
3. Presentation on Community Project to the class and stakeholder groups

(1) Community Project Plan

Length: 2500-3250 words (Times New Roman, 12 point)

Worth: 10 points

The community project group paper should serve as an action plan and literature review for the group project. Students should begin immediately on the plan and must have met with project stakeholders and designed all data collection instruments by the due date. The project sponsor must have reviewed items II and III of the plan prior to submission.

The literature summary portion of the plan should represent a review and synthesis of the literature with respect to the issue, scope, and supporting evidence for potential strategies and recommendations. This review contextualizes the issue(s) and places it/them within the larger scope of the identified problem (e.g., mentoring as part of the educational opportunity structure of urban youth). Evidence-based practices (i.e., what has been used to address similar issues) should be reviewed in detail.

The literature review is an important deliverable and will constitute, upon revision, a portion of your final community project paper. The review should include scholarly publications from peer reviewed journals and may include unpublished models and anecdotal information (e.g., news reports) as appropriate. It is expected that you will include at least 10 sources. US Census data and assigned course readings do not count toward the required number of references.

The paper will contain the following components:

- I. Title page
- II. Summary of the issue(s) to be addressed, including summary of literature regarding scope of the issue and significance
- III. Summary of meeting with key stakeholders regarding the charge and goals for the project (could be framed as research questions)

- IV. Description of the stakeholder groups with attention to community and/or network descriptions (list each organizational and individual stakeholder)
- V. Preliminary review of evidence; must list a minimum of 10 references that will be read (outside of course readings)
- VI. Details of the action plan, include major tasks, methods (append draft instruments for informal interviews, focus groups, and/or surveys), and data sources (e.g., Census data); roles of each team member; sequence of tasks; and tentative timeline
- VII. Discussion of project strengths as well as possible issues in completion of the project and possible ways to address each issue
- VIII. References
- IX. Tables and figures as necessary
- X. Draft instruments

Grading criteria (10 points):

- Depth and knowledge of the issue(s) to be addressed (2)
- Thoroughness of description of the stakeholder groups (1)
- Clarity of charge and goals for the project (1)
- Applicability of evidence/methods (2)
- Thoroughness of action plan (2)
- Critical thinking regarding possible project strengths/issues (1)
- Relevance of supporting documentation/instruments/formats and writing (1)

(2) Final Community Project Paper

Length: 6500-7500 words (Times New Roman, 12 point)

Worth: 35 points

The final project paper builds upon a revised version of the community project plan and literature review paper. The paper should be grounded in class readings, class discussions, and other literature as appropriate.

The final paper must contain the following components:

Front Matter

- I. Title page (not included in the page limit)
 - a. Include title
 - b. Names of all members in alpha order by last name
 - c. Class name and institutional affiliation
- II. Acknowledgements (not included in the page limit)
 - a. Thank people who have provided assistance, i.e., helped with the project, agreed to be interviewed, etc.
 - b. Be aware of confidentiality issues; if in doubt, do not list the person; an example:
The authors thank the in-depth interview respondents who gave generously of their time to help us understand their experiences. We are grateful to the staff at Community Action Project for their logistical assistance and support. We thank the funders of the Atlanta Neighborhoods Study (ANS), especially the National Science Foundation. We are indebted to the members of the interview team: Marion Jones, Barbara Taylor, Zachary Schmidt, and Lola Scott. Amanda McBride provided helpful comments on

previous drafts of this paper.

- III. Table of contents (not included in the page limit)
 - a. List the major paper headings and the page numbers they begin on
 - b. List the names of each appendix
- IV. Executive summary (maximum of 1 page, not included in the page limit)
 - a. Statement of the issue
 - b. Methods
 - c. Key findings
 - d. Recommendations

Introduction

- V. Summary of the issue(s) to be addressed (contextualize the issue)
 - a. The extent of the problem/issue nationally, at the state level and in the selected community/neighborhood (incidence and prevalence)
 - b. The social context and dynamics of the issue (e.g. individual, family, cultural, socio-economic, community, policy, and political issues and social structures that impact the extent of the problem)
- VI. Summary of the charge and goals for the project
- VII. Description of the stakeholder groups with attention to community and/or network descriptions; this should be discussed generally in the text; each stakeholder (individuals and organization) may be listed in an Appendix
 - a. Description of the organization
 - b. Description of the community(ies) to which the organization is connected (may include asset or issue maps, tables, and statistics)

Methods

- VIII. Data collection methods (who, what, when, where, how)

Findings (What did you find?)

- IX. Findings
 - Based on project goals or questions, present main findings by sub-section
 - a. Must break out the findings into meaningful sub-sections
 - b. Include tables or figures to support the text

Discussion (What do the findings mean in this context?)

- X. Recommendations and Implications
 - a. Summary of main findings (three or four main points from the findings discussed above; what are the key issues)
 - b. Methods limitations (what impinges on the validity and reliability of these findings)
 - c. Recommendations based on findings; discuss the possible ways to address the issue (i.e., the possible models/strategies; make sure to present evidence to support your position)
 - i. Include a table that lists the models/strategies, what is required for implementation of that model/strategy and then the strengths and weaknesses of that approach given the issue and the context
 - d. Feasibility and implications of recommendations; strengths and weaknesses discussed here; can reinforce the table mentioned in X.c.i. above

References (not included in the page limit)

Tables and Figures (these are data or information tables/figures that you create; do not include as appendices; not included in the page limit)

Appendices (not included in the page limit)

- a. Instruments
- b. Other important information

Grading criteria (35 points):

- Depth and knowledge of the issue(s) to be addressed (1)
- Thoroughness of description of the stakeholder groups (1)
- Clarity of charge and goals for the project (1)
- Thoroughness and accuracy of methods description (5)
- Clarity of findings (6)
- Thoroughness of discussion and applicability of recommendations (12)
- Currency, application, and legitimacy of references (3)
- Relevance of supporting documentation/appendices (3)
- Overall presentation and writing (3)

(3) Presentation on Community Project

Length: 30 min Worth: 10 points

Community practice commonly requires presentation in front of groups. Students will present their findings to the class and their community project stakeholders. Through the presentation, students will share the details of their projects, including the purpose, method(s), findings, and recommendations. Students are encouraged to treat this as they would a professional presentation. The use of Microsoft PowerPoint or other presentation software is required.

Grading criteria (10 points):

- Clarity and thoroughness of the group presentation (7)
- Quality of the discussion of project nuances and responses to questions (2)
- Appropriate use of visual aids and the recognition of presentation length (1)

(4) Community Task Group Reflective Journal

Length: variable Worth: 30 points

Much of social work practice occurs in task groups, including work in this course. Healthy functioning task groups are essential to effective social work practice at the community and organizational level. In this assignment, you are to critically assess the work of your community project group. This activity primarily concerns the mechanics of task groups, which will comprise the framework for your journal. As reflective writing, you are to think reflectively about your experience in the task group. Reflect on the following:

- Describe your task group process. What happened (is happening) within the group?
- Choose an important moment in your group process. Why was this important or relevant to your understanding of how task groups function? How can this be explained theoretically?

- What is the most important thing you learned about working in this task group? What does this learning mean for your future?

You may choose to reflect upon the following aspects of task groups:

- Setting goals, expectations and ground rules
- Defining member roles and responsibilities
- Preparing for meetings and preparing agendas; encouraging meeting attendance
- Recognizing signs of dysfunction
- Engaging volunteer citizens and stakeholders
- Compiling and distributing reports
- Representation and participation
- Using tools to generate and evaluate ideas
- Using decision-making tools to reach agreement or consensus
- Managing cognitive and affective conflict
- Leadership

It is expected that your journal will evidence critical thinking, the use of course materials, and peer-reviewed articles where appropriate.

Grading criteria (30 points):

- Thorough description of the task group process (4)
- Thorough description of your task group process as related to effective task group mechanics (6)
- Critical thinking regarding major themes and findings (16)
- Range and quality of primary and secondary sources (2)
- Overall presentation (format, APA, writing style) (2)

Professional Development Evaluation (15 points)

All students are expected to be adult learners, actively contributing to class discussions, small group exercises, and group projects. Comments should contribute to the learning of classmates as well as the instructor and teaching assistant. The instructor will evaluate the students' development of professional competencies by the following criteria: sharing of appropriate content (2); listening actively (2); being respectful in comments and action (2); reading and integrating weekly readings (2); and provoking assessment of the issues and methods of community practice (2). **(10 points)**

Students will also be evaluated by their group members and community project sponsor on their individual role and contribution to the group project **(5 points)**. Criteria for group contributions include: taking initiative and following through on assigned task(s) (1); contributing substantively to the project plan (1); contributing substantively to the final paper (1); contributing substantively to the presentation (1); and employing critical thinking (1). Group members' ratings of each individual will be averaged. Of the 5 points available for group participation, the average peer evaluation is weighted 50% and the sponsor evaluation weighted 50%. Students may receive a copy of the sponsor's evaluation.

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Your grade will be calculated as follows:

Assignment	Total Points
Community Project Draft Plan	10
Community Project Final Paper Presentation	35
Task Group Reflective Journal	10
Professional Development Evaluation	30
	15
Total	100

The following grading scale will be used for this course:

93-100	A	77-82	C+
87-92	B+	70-76	C
83-86	B	60-69	D
		≤59	F

TEXTBOOKS (Required)

Crutchfield, L.R. & McLeod Grant, H. (2012). *Forces for good: The six practices of high-impact nonprofits*. (2nd Ed.). San Francisco, CA: Jossey-Bass.

Hardcastle, D.A. & Powers, P.R. (2011). *Community Practice: Theories and skills for social workers* (3rd Ed.). New York: Oxford.

TEXTBOOKS (Recommended)

Kretzmann, J.P. & McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing community assets*. Chicago, IL: ACTA Publications.

COURSE EXPECTATIONS, RIGHTS, AND RESPONSIBILITIES

1. There will be one 15 minute class break.
2. Please be considerate of your colleagues. Once class begins, please be sure that your cell phone, and anything else that beeps, rings, or makes noise is on **mute** and that you are not checking your phone, sending text messages, answering or receiving calls during class. You can use your phone during break time. You will not receive full credit for class participation if you are caught emailing, texting, talking, tweeting, twittering, snapchatting, facebooking, myspacing, or communicating electronically in any fashion with anyone while class is in session.
3. You may use a laptop in class to take notes when needed. You are **NOT** allowed to use your laptop during class for any other purpose (surfing the internet, posting Facebook updates, checking emails, instant messages, writing papers, ANYTHING other than taking that day's class notes or if you need to see your electronic book for this class). If you are caught using your laptop during class for anything other than note taking, you will not be allowed to use your laptop during class time again, and you will not receive full credit for class participation.
4. Students are expected to attend class on time, to complete all required readings, to view assigned online lectures in advance of class, and to participate in class discussions and exercises. There will be little to no in-class lectures – all lectures are prerecorded online and are assigned as

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part of your advance preparation. If an emergency happens that prevents you from attending class, you should notify the professor by telephone or e-mail **before** the class session. *If you have more than one unexcused absence, the highest grade you will get in this course is a B. More than two unexcused absences may result in a failing grade. It is at the professor's discretion whether or not an absence is excused.* Absences because of work responsibilities or travel will not be excused.

5. **Students with Disabilities:** Students with disabilities are strongly encouraged to register with the Office of Student Disability Services (<http://www.sa.sc.edu/sds/>; phone 803 777-6142; email sads@mailbox.sc.edu). The office of Disability Services provides an array of services to meet the needs of students with disabilities, according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. See information and guidelines provided in the College's student handbook and The Carolina Community: Student Handbook and Policy Guide. Instructors cannot make any retrospective accommodations for student disabilities, so be sure to register with this office in a timely fashion if you need any such accommodations. Instructors cannot give you any accommodations based on disability unless you have registered with this office; they work with you and your instructors to accommodate your disability as needed. It is your responsibility as a student to register with this office if you wish your disability to be considered in this class, including regarding your ability to complete the assignments.

6. **Professional and academic responsibility.** Students at the College of Social Work are expected to demonstrate professional and academic responsibility at all times.

Students in the College of Social Work are bound by the Carolinian Creed and by the NASW Code of Ethics. The Carolinian Creed is available at <http://www.sa.sc.edu/> and states, in part, that "I will practice personal and academic integrity." The Creed states that this commitment should eliminate the practice of plagiarism or borrowing another student's work, lying, deceit, and excuse making." In addition, the Carolina Community, available online at <http://www.sa.sc.edu/carolinacommunity> states that "It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program." This Rule is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Rule, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Rule.

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
- Unauthorized use of another person's work without proper acknowledgment of source.
- Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program."

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The NASW Code of Ethics is available at www.naswdc.org/. The Code of Ethics states “Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception.” One of the values on which the Code of Ethics is based is that of integrity and one of the ethical principles derived from this value is “Social workers behave in a trustworthy manner.”

Additional information about Academic Responsibility is available in the Carolina Community at <http://www.sa.sc.edu/> under Housing and Judicial Programs: Academic Responsibility.

Please note this expectation includes sharing previous or current papers with your classmates. You should not use papers, exam answers, or other materials that you created for another class. The work turned in for this class should be **originally written with APA proper citations**, by you and you alone, **specifically for this class**.

All papers and assignments may be examined by plagiarism software to determine that they are original works, and not previously used, purchased, or copied from the internet or other sources. It is your responsibility to read all of the USC and COSW policies related to academic honesty, and the APA guide related to proper citation. Copying and pasting from any source, without proper citation, is considered academic dishonesty. If you fail the honor code (or act in an academically dishonest way) once, you will receive an “F” for that assignment. If you fail it (or act in an academically dishonest way) more than once, you will fail this course. If it is suspected that you are acting in an academically dishonest manner (in any way mentioned above, or in any other way), your instructor will meet to discuss the situation with you. If suspicions are not alleviated, the instructor is required by USC policy to file an Academic Integrity Incident Report with the Office of Academic Integrity. That Office will call the student in for an interview, and may investigate further and/or impose disciplinary sanctions. See <http://www.housing.sc.edu/academicintegrity/>

Please let your instructor know if you have any questions about this.

7. The discussion in social work courses is often complex and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others.
8. All written assignments will be evaluated for accomplishment of the objectives of the assignment, organization and clarity of discussion, demonstration of the ability to integrate and critically apply course content, and correct spelling, grammar, and accurate use of the 6th edition APA reference guide. All assignments are to be typed and formatted to adhere to APA (6th Ed.) requirements unless otherwise noted. It is strongly advised that you purchase your own copy of the APA manual: Publications Manual of The American Psychological Association (6th edition), Washington, D.C. American Psychological Association, 2010. The blackboard site has helpful websites also for you to write papers in APA format.
9. Assignments are due on the dates designated. Any assignment turned in after the start of class will be considered late.
10. **Assessment of the course:** You are invited to provide the instructor with feedback throughout the semester on how the course can be improved to meet your specific needs. You will also complete a formal course evaluation at the end of the semester.
11. You should remember that information shared in class is confidential- please see the NASW code of ethics regarding confidentiality and peer consultation. We will be using examples from your experience in field and other social work settings to enrich our class experience, please be

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advised that this information is strictly confidential and should never be shared outside the classroom.

Course Outline

Week 1	<p>Introduction & Overview</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Chs. 1, 4 • Video: lectures 1.1, 1.2; Critical thinking https://www.youtube.com/watch?v=J0yEAE5owWw
Week 2	<p>Community Practice in Social Work</p> <ul style="list-style-type: none"> • Brueggemann, W. G. (2013). History and context for community practice in North America. In M. Weil (Ed.), <i>The handbook of community practice</i> (pp. 27-47). Thousand Oaks: Sage Publications. http://dx.doi.org/10.4135/9781412976640.n2 • Chaskin, R.J. (2013). Theories of community. In M. Weil (Ed.), <i>The handbook of community practice</i> (pp. 105-123). Thousand Oaks: Sage Publications. http://dx.doi.org/10.4135/9781412976640.n5 • Video: lectures 2.1, 2.2
Week 3	<p>Working in Groups for Community and Organizational Change</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Ch. 9 • Video: lectures 3.1, 3.2
Week 4	<p>Theories and Models of Community Practice</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Ch. 2 • Weil, M. & Ohmer, M.L. (2013). Applying practice theories in community work. In M. Weil (Ed.), <i>The handbook of community practice</i> (pp. 123-163). Thousand Oaks: Sage Publications. http://dx.doi.org/10.4135/9781412976640.n6 • Video: lectures 4.1, 4.2
Week 5	<p>Community Assessment and Mobilization</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Chs. 5, 6 • Video: lectures 5.1, 5.2; TED talk www.ted.com/talks/haas_hahn_how_painting_can_transform_communities
Week 6	<p>Engaging Communities and Building Capacity: Methods & Models</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Ch. 13 • Crutchfield & McLeod Grant – Part 1/Introduction and Appendices A & E • Video: lectures 6.1, 6.2; The Battlefields Part 1 https://www.youtube.com/watch?v=sbAHv6jbDrE and Part 2 https://www.youtube.com/watch?v=L_wfem2DgHs (also embedded in lecture 6.2)
Week 7	<p>Engaging Communities and Building Capacity: Skills</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Ch. 7 • Crutchfield & McLeod Grant – Chs. 1, 2, 3, 4 • Video: lectures 7.1, 7.2
Week 8	<p>Networks, Coalitions, Organizations, and Collaborations</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Chs. 8, 10 • Crutchfield & McLeod Grant – Ch. 5 • Video: lectures 8.1, 8.2, 8.3

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Week 9	<p>Organizational Leadership and Improvement</p> <ul style="list-style-type: none"> • Samples, M., & Austin, M.J. (2013). The role of human service nonprofits in promoting community building. In M. Weil (Ed.), <i>The handbook of community practice</i> (pp. 685-701). Thousand Oaks: Sage Publications. http://dx.doi.org/10.4135/9781412976640.n32 • Crutchfield & McLeod Grant – Chs. 6, 7 • Video: lecture 9.1; Ten Leadership Theories in Five Minutes https://www.youtube.com/watch?v=xB-YhBbtfXE
Week 10	<p>Communication, Marketing and Fundraising</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Ch. 11 • Crutchfield & McLeod Grant – Ch. 8 • Lauffer, A. (2013). Fundraising and community practice: The stakeholder model. In M. Weil (Ed.), <i>The handbook of community practice</i> (pp. 773-787). Thousand Oaks: Sage Publications. http://dx.doi.org/10.4135/9781412976640.n37 • Video: lectures 10.1, 10.2
Week 11	<p>Evaluation: Program, Organization and Community</p> <ul style="list-style-type: none"> • Crutchfield & McLeod Grant – Ch. 13 • Ohmer, M. L., Sobek, J.L., Teixeira, S.N., Wallace, J.M. Jr., & Shapiro, V.B. (2013) Community-based research: Rationale, methods, roles, and considerations for community practice. In M. Weil (Ed.), <i>The handbook of community practice</i> (pp. 791-809). Thousand Oaks: Sage Publications. http://dx.doi.org/10.4135/9781412976640.n38 • Video: lectures 11.1; Understanding Logic Models https://youtu.be/0Vfc2uX6ciI
Week 12	<p>Social Justice, Advocacy and Ethical Community and Organizational Practice</p> <ul style="list-style-type: none"> • Hardcastle & Powers – Ch. 12 • Video: lectures 12.1, 12.2
Week 13	<p>International Perspectives on Community and Organizational Practice</p> <ul style="list-style-type: none"> • Midgley, J. (2001). Issues in international social work: Resolving critical debates in the profession. <i>Journal of Social Work</i>, 1(1), 21-35. • Video: lectures 13.1, 13.2
Week 14	<p>Community Project Presentations</p>