



SOWK 531 (0): Foundations of Social Work Practice II (3 credits)

Spring 2026, Online/Heritage at Toppenish

Instructor	Dr. Jacob Campbell, Ph.D., LICSW	
Office Hours	Toppenish Campus Office: Simpkins Hall, Office 2124 <i>Drop-in: Tuesdays 2–3 PM</i>	Tri-Cities Regional Site Office: 2 nd Floor Office 4209 <i>Drop-in: Wednesdays 2–3 PM</i>
	Weekly office hours are available for drop-in via Zoom or in-person. Other times available by arrangement. Schedule available at https://vsp.ink/now .	
Phone	(509) 392-1056	Email campbell_j@heritage.edu
Dates	This class takes place on selected Saturdays from 2:30 PM to 4:00 PM in Petrie Hall RM 1113. Dates include 01/24/26, 02/07/26, 02/21/26, 03/07/26, 03/28/26, 04/11/26, 04/25/26.	

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisquouse, Wenatshapam, Klikatat, Klinquit, Kow-was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation (Treaty of 1855) and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

Course Description

This course provides students with the knowledge and skills for Generalist Social Work Practice with macro systems. Utilizing foundational theoretical frameworks for social work, students will learn to bring about planned change with organizations and communities through planning, administration, evaluation, advocacy, and community organizing.

Relationship to Other Sequences and Other Courses

While the first semester focuses heavily on micro and mezzo systems, the second semester emphasizes macro systems. (SOWK 531) **Foundation of Social Work Practice II** builds upon Foundations of Social Work Practice I. This course builds on knowledge and skills gained at the micro, mezzo, and macro levels. It equips students with the skills for generalist social work practice with macro-level systems through planning, administration, evaluation, advocacy, and community

organizing. This course introduces the history of public social welfare and social work as an institution.

Competencies, Performance Indicators, and Assessment Methods

In adult education, providing the context for taught content helps learners understand the expectations of them. The social work program has identified goals and objectives that students are expected to achieve, and the Council on Social Work Education (CSWE, 2022) has identified competencies and practice behaviors that are integral to social work education. We assess these through key assignments throughout the MSW program curriculum and in students' practicum settings. They are identified as follows:

MSW Program Goals and Objectives

The MSW Program has the following goals for our students:

1. To prepare students with knowledge, values, skills, cognitive and affective processes.
2. To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustices.
3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Assignment Assessment Methods, Practice Behaviors, and Competencies

In the *Educational Policy and Accreditation Standards* (EPAS), the CSWE (2022) defines competence as “the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being” (p. 7). Competence is “informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (p. 7).

The nine competencies identified in the 2022 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The social work program has developed the curriculum with competencies as outcomes. Most required courses identify a specific competency for students to demonstrate and be assessed by faculty through a key assignment. The MSW Program has taken these competencies and designed associated advanced generalist practice behaviors. The content of the course also introduces and develops related competencies and behaviors. Students who complete this course will have demonstrated the competencies listed in the table below.

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (Practice Behaviors)	How does this work apply? (CSWE 2022 Competency)
Community Impact Project Proposal	<ul style="list-style-type: none"> a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. 	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Community Impact Project Presentation	<ul style="list-style-type: none"> a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Community Impact Project Presentation	<ul style="list-style-type: none"> a. Select and use culturally responsive methods for evaluation of outcomes. b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Texts, Materials, and Technology

Text(s)

Kirst-Ashman, K. K., & Hull, G. H. (2018). *Generalist practice with organizations and communities* (7th ed.). Cengage Learning.

Supplements

Technology

Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (Unfortunately, iPads, tablets, and Chromebooks are not laptops. See Staff in the Donald K. North Library to check out a laptop). Our Learning Management

System (LMS), MyHeritage, will be used to communicate ideas/instructions and upload assignments. Your faculty member will help you.

Supplemental Texts

There are a few resources that can be helpful for students to access during this course, including our profession's code of ethics, library guides, and some open-access resources.

Content	Link
Code of Ethics	NASW Code of Ethics
Social Work Library Guides	<ul style="list-style-type: none">• Native Americans and Social Work• Latinos and Social Work
Other	Open Educational Resources (OER)

Assignments and Grading

Grade Scale:

The grade scale table lists the assigned letter grade, its corresponding percentages, and its GPA.

Letter Grade	Percentage	GPA
A	93 to 100	4.0
A-	90 to 92.99	3.7
B+	87 to 89.99	3.3
B	83 to 86.99	3.0
B-	80 to 82.99	2.7
C+	77 to 79.99	2.3
C	73 to 76.99	2.0
C-	70 to 72.99	1.7
D+	67 to 69.99	1.3
D	63 to 66.99	1.0
D-	60 to 62.99	0.7
F	0 to 59.99	0.0

I grade students on four significant assignments for SOWK 531. These include students' asynchronous and synchronous participation and engagement, the community impact project proposal and presentation, and the community assessment group project. The following table delineates the assignments, their point values, and the percentages of the overall class grade.

Assignment	Points	Percentage
A-01: Asynchronous Participation and Engagement	150	30%
A-02: Synchronous Class Participation and Engagement	50	10%
A-03a: Community Impact Project Proposal	100	20%
A-03b: Community Impact Project Presentation	100	20%
A-04: Community Assessment Group Project	100	20%
TOTAL	500	100%

Course Assignments Descriptions

I have described each assignment with meta-information on implementation, the purpose, the specific tasks students are expected to complete, and the criteria used to assess it.

Assignment 01: Asynchronous Participation and Engagement

- Meta:** *Points* 10 pts each week or a total of 150 pts (30% of final grade); *Deadline* all expected replies are to be posted in the forums before 08:00 AM on Monday of each week; *Completion* via MyHeritage Forums.
- Purpose:** The forums are students' places to reflect on their learning and experiences, share new ideas, and engage with their peers. They are designed to enable students to connect in dialogue to promote the learning of social work knowledge, values, skills, and cognitive and affective processes.
- Task:** Each week, a set of forums will be available for students to participate in. Expect to spend three hours per week (for fully asynchronous weeks) and 1.5 hours during weeks with Saturday class sessions. The weekly unit on MyHeritage will specify the number of replies and the expectations for students that week. The quality of your writing, depth of reflection, and application of scholarship are all essential considerations in developing your replies. Students are encouraged to engage in conversation within the forum, but all replies, whether directed at a peer or responding to the general forum's prompts, should add to the overall conversation and provide substantive, meaningful perspectives. While students have the entire week to complete all required replies, the expectation is that at least one reply be posted in the forums by Wednesday, and that half of the needed replies be completed before Saturday. Engaging early in the forums allows students to contribute meaningfully to the conversation and gives peers time to respond to their ideas.
- Success:** Students will review the assignments in MyHeritage and make at least the minimum required number of replies following the expectations set out for that week. The content of their replies should be of high quality. Unless specified in the forums, there is no specific word count, but meaningful replies are likely to be at least a few paragraphs.

A-02: Synchronous Participation and Engagement

- Meta:** *Points* 50 pts (10% of final grade); *Deadline*: Each of the seven identified Saturday class sessions; *Completion* via attendance and documentation taken by the instructor during class.
- Purpose:** The in-person class environment is structured to support students' development of practical skills for working with communities and organizations. The synchronous class sessions provide opportunities for lecture, real-time discussions with peers, and eminent demonstration and practice of these skills.
- Task:** Students should come to class having completed the assigned readings and having begun engaging in the online forums. Students are expected to be fully prepared to participate in class and ready to practice their direct practice skills.

Success: Students will be present on time or have contacted the instructor for the class session. Students will fully engage in class activities and discussions.

Assignment 03: Community Impact Project

The community impact project is divided into two parts. During the macro intervention, students will plan, implement, and assess a community project that they facilitate. This will take place at the students' practicum placement or other community setting. Basic project plans will be shared and approved by the professor before proposals are submitted and should likewise be discussed with the student's faculty practicum liaison and supervisor. Projects constitute a new or additional service to the agency or its clientele. Examples might include offering an educational training, an outreach event, fundraising/collecting donations to meet a need, or providing a service. The two assignments include, first, the project proposal, in which students will assess their setting to identify a need and develop a plan to implement their project. Second, after the project is completed, a presentation will be held to showcase the results.

Assignment 03 A: Community Impact Project Proposal

Meta: *Points* 100 pts (20% of final grade); *Deadline* Monday 03/02/26 at 88:00 AM *Completion* via Assignments Using Turnitin.

Purpose: Students will author a proposal that demonstrates their knowledge of working with macro systems using research-informed procedures to create a project that will impact the community. They will demonstrate competency seven and their ability to engage in assessment, applying theory and collaborative processes.

Task: Students will develop a written proposal for their community impact project. The proposal will be written in APA style and will include an overview of the agency or community, an assessment of the need the proposal seeks to address, and a plan for the project. Consideration of the assessment and plan should consider every service level (e.g., individual, family, group, organization, and community). Students must apply person-in-environment principles in their culturally responsive plan. Collaborative aspects of the planning should be incorporated, building on strengths and resiliency. After assessing their targeted system, students will create a written proposal using Kirst-Ashman and Hull's (2018) PREPARE process. The proposal will include the first step of their IMAGINE process (e.g., start with an innovative idea). Proposed interventions need to be goal-driven, evidence-informed, and culturally responsive.

Success: Scores are calculated using the *Appendix A Community Impact Project Proposal and Competency Seven Rubric*. A successful proposal clearly demonstrates the student's ability to assess macro systems using culturally responsive theoretical frameworks, collaborate effectively with target systems, and create a well-designed, PREPARE-guided project plan. The paper is submitted on time, and the writing uses strong scholarship and follows APA style guidelines.

Assignment 03 B: Community Impact Project Presentation

- Meta:** *Points* 100 pts (20% of final grade); Deadline Saturday 04/25/26 during class Completion via in class presentation.
- Purpose:** Students will develop and deliver a presentation that demonstrates their ability to implement, evaluate, and critically analyze a macro-level community project. This assignment assesses Competencies Eight and Nine by requiring students to apply culturally responsive, evidence-informed interventions and to evaluate their outcomes across individuals, families, groups, organizations, and communities.
- Task:** Students will create a 15–20-minute presentation discussing the results of their community impact project. The evaluation of their project should demonstrate the culturally responsive methods used to evaluate it, and the critical analysis of the outcomes improves practice for individuals, groups, families, organizations, and communities. In this presentation, discuss the assessment you conducted, the proposed interventions, and the outcomes of those interventions. Be sure to explain how your intervention was culturally responsive and evidence-informed, and describe how you negotiated, mediated, or advocated with and on behalf of the target system. Include artifacts from the implementation of your proposal (i.e., photos from the event, flyers, letters, etc.). Students will also reflect on the experience and the learning they gained, including how evaluation findings will inform future practice at multiple system levels.
- Success:** This assignment is graded using the *Appendix B Community Impact Project Presentation and Competencies Eight and Nine Rubric*. A successful presentation clearly articulates the project's assessment, implementation, and outcomes while demonstrating culturally responsive interventions and evaluation methods. The student presents a thoughtful, critical analysis of outcomes across all system levels and communicates with professionalism, clarity, and strong engagement.

Assignment 04: Community Assessment Group Project

- Meta:** *Points* 100 pts (20% of final grade); Deadline Monday 03/30/26 at 8:00 AM Completion via a forum post on MyHeritage.
- Purpose:** This assignment promotes students' ability to collaborate effectively with their peers. They will be able to demonstrate skills at community assessment and professional presentation.
- Task:** Working in groups, students will assess a local community. The assessment will include definitions, demographic information, economic and political systems, observations on power, etc. Consideration of potential macro interventions for creating planned change through administration, evaluation, advocacy, and community organizations. In your group, you will create a pamphlet to include these elements and deliver a 20-minute presentation detailing your assessment, findings, and potential interventions. The presentation will include presentation slides or other visual aids.

Success: This assignment is graded using the *Appendix C Community Assessment Group Project Rubic* (to be added later this semester). A successful presentation clearly articulates the individualized aspects of the community, the assessment completed, the identified needs, and potential interventions. The presentation is professional delivered and the created pamphlet is high quality.

Course Guidelines and Expectations

Description of course expectations

Students engage in asynchronous forums and other significant assignments, where they are expected to demonstrate high-quality scholarship and ethical writing practices. In the forums, students are expected to provide in-depth, considered discussions about their learning and experiences in dialogue with their peers. During the synchronous class session, there will be activities and opportunities for students to explore ideas and practice relevant skills. Students should be prepared by reviewing the week's course content and adopting an experimental mindset and a willingness to try new approaches.

Description of Assignment Types

Asynchronous participation and engagement through discussion forums on MyHeritage is the most significant aspect of this class. These forums ask students to present work, learning, and reflections in conversation with their peers. Students also receive grades for their synchronous engagement during class. There is a project that takes place at the students' practicum placements, in which students assess, plan, and implement a community impact project. Within this project, students will develop a proposal and present the results. There is also a group project in which students will engage with a local community, assess their needs, and share their findings in a pamphlet and a presentation to their peers.

Designated Style

Students should follow the American Psychological Association (APA, 2020) style guide for all writing done in this course. While optional for this course, their seventh edition style guide can be a valuable asset to support student scholarship.

Course Schedule

The planned course schedule is as follows:

Week	Date	Content	Reading Assignment	Due Dates
1	1/19 - 1/25 Class 1/24	Intro to Generalist Practice with Organizations and Communities	Kirst-Ashman and Hull (2018) Ch 1	A-01 Replies for W-01 due 8 AM Monday (1/26) via MyHeritage Forums
2	1/26 - 2/1 Asynchronous	Using Micro and Mezzo Skills With Organizations and Communities	Kirst-Ashman and Hull (2018) Ch 3 and Ch 4	A-01 Replies for W-02 due 8 AM Monday (2/2) via MyHeritage Forums
3	2/2 - 2/8 Class 2/7	Understanding Organizations	Kirst-Ashman and Hull (2018) Ch 5	A-01 Replies for W-03 due 8 AM Monday (2/9) via MyHeritage Forums

Week	Date	Content	Reading Assignment	Due Dates
4	2/9 - 2/15 Asynchronous	Decision Making and Strengths	Kirst-Ashman and Hull (2018) Ch 6	A-01 Replies for W-04 due 8 AM Monday (2/16) via MyHeritage Forums
5	2/16 - 2/22 Class 2/21	Implementing Macro Interventions Using Agency, Policy, Projects and Programs	Kirst-Ashman and Hull (2018) Ch 7	A-01 Replies for W-05 due 8 AM Monday (2/23) via MyHeritage Forums
6	2/23 - 3/1 Asynchronous	Evaluation in Macro Practice	Kirst-Ashman and Hull (2018) Ch 10	A-01 Replies for W-06 due 8 AM Monday (3/2) via MyHeritage Forums and A-03a Community Impact Project Proposal due 8 AM Monday (03/2) via MyHeritage Assignments using Turnitin
7	3/2 - 3/8 Class 3/7	Macro Practice in Communities, Understanding Neighborhoods and Communities	Kirst-Ashman and Hull (2018) Ch 8	A-01 Replies for W-07 due 8 AM Monday (3/9) via MyHeritage Forums and Mid Term Course Evaluations via MyHeritage CourseEval
8	3/9 - 3/15 Asynchronous	Community Assessment	Kirst-Ashman and Hull (2018) Ch 9	A-01 Replies for W-08 due 8 AM Monday (3/16) via MyHeritage Forums
9	3/16 - 3/22 No Class	Spring Break		
10	3/23 - 3/29 Class 3/28	Advocacy and Social Action with Populations at Risk	Kirst-Ashman and Hull (2018) Ch 11	Midterm Grades submitted by Instructor Wednesday (3/25) by 55 PMA-01 Replies for W-10 due 8 AM Monday (3/30) via MyHeritage Forums and A-04 Community Assessment Group Presentation due 8 AM Monday (03/30) via special MyHeritage Forum
11	3/30 - 4/5 Asynchronous	Community Assessment Group Project Presentations		A-01 Replies for W-11 due 8 AM Monday (4/6) via MyHeritage Forums
12	4/6 - 4/12 Class 4/11	Ethics and Ethical Dilemmas in Practice with Organizations and Communities	Kirst-Ashman and Hull (2018) Ch 12	A-01 Replies for W-12 due 8 AM Monday (4/13) via MyHeritage Forums
13	4/13 - 4/19 Asynchronous	Developing and Managing Agency Resources	Kirst-Ashman and Hull (2018) Ch 14	A-01 Replies for W-13 due 8 AM Monday (4/20) via MyHeritage Forums

Week	Date	Content	Reading Assignment	Due Dates
14	4/20 - 4/26 Class 4/25	Planning a Project Presentation		A-01 Replies for W-14 due 8 AM Monday (4/27) via MyHeritage Forums and A-03b Community Impact Project Presentation due Saturday (4/25) during class via a in-class presentation
15	4/27 - 5/3 Asynchronous	Using Supervision	Kirst-Ashman and Hull (2018) Ch 13	A-01 Replies for W-15 due 8 AM Monday (5/4) via MyHeritage Forums
16	5/4 - 5/10 Asynchronous	Stress and Time Management	Kirst-Ashman and Hull (2018) Ch 2	A-01 Replies for W-16 due 8 AM Monday (5/11) via MyHeritage Forums
End of Course	5/11 - 5/17 Asynchronous	Wrap-Up, Final Grading, and Course Evaluations		Course Evaluations via MyHeritage CourseEval and Final Grades submitted by Instructor Wednesday (5/20) by 5 PM

Attendance

Regular attendance and class participation are expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at studentaffairs@heritage.edu.

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to [RCW 28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

Support and Resources

Tutoring at the Academic Skills Center [Log into MyHeritage before using links]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us ASC@heritage.edu.

Library

The librarians are here to assist you! Use the online chat on the [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email Library@heritage.edu.

Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog entry [credit hour policy](#).

Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at Acadeum@heritage.edu.

Academic Honesty

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#).

Campus Security & Safety

In an emergency, call 911. If you need campus security assistance between 8 AM and 5 PM please call 509-865-8555 or ext. 8555 from any campus landline or email: CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#).

Accommodations

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage or email Officeofdisabilityservices@heritage.edu.

Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to "ask When Asked." Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request

that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.

References

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>
- Council on Social Work Education. (2022). 2022 EPAS: Educational policy and accreditation standards for baccalaureate and master's social work programs. <https://www.cswe.org/accreditation/policies-process/2022epas/>
- Kirst-Ashman, K. K., & Hull, G. H. (2018). *Generalist practice with organizations and communities* (7th ed.). Cengage Learning.

Appendix

A. Community Impact Project Proposal and Competency Seven Rubric

The *Community Impact Project Proposal and Competency Seven Rubric* evaluates students' ability to design a culturally responsive, evidence-informed, and collaboratively developed project proposal that demonstrates macro-level assessment and planning skills. It assesses alignment with Competency 7, the quality of the assessment and plan, cultural responsiveness, collaborative processes, organization, APA style, and adherence to assignment guidelines.

B. Community Impact Project Presentation and Competencies Eight and Nine Rubric

The *Community Impact Project Presentation and Competencies Eight and Nine Rubric* evaluates students' ability to clearly communicate the outcomes of their Community Impact Project through a professional, well-structured presentation. It measures how effectively students demonstrate culturally responsive intervention strategies, advocacy and negotiation skills, and macro-level evaluation practices. Additionally, it assesses organization, clarity, and adherence to assignment expectations, including the integration of artifacts and reflection on learning.

C. Community Assessment Group Project Rubric

Coming later in the semester.

Updated 5-27-2025 (MJ)

A. Community Impact Project Proposal and Competency Seven Rubric

Description	Initial	Emerging	Developed	Highly Developed
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities				
	<p>a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p> <p>b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>			
Utilize a culturally responsive theoretical framework in the proposal.	The student does not reference any theoretical framework in the proposal nor make connections to important social work concepts.	The student does not directly utilize a culturally responsive theoretical framework, but the proposal demonstrates a basic understanding of important social work concepts.	The student references culturally responsive practices and theoretical frameworks in the proposal, but may not effectively link them to the project.	The student's proposal will effectively utilize a culturally responsive theoretical framework in the plan, such as HB, PIE, or interprofessional conceptual frameworks, thereby enhancing the project.
The proposal documents collaborative processes and mutually agreed-upon plans.	The proposal provides no evidence of a collaborative process. It is unclear how the interactions with target systems were implemented.	The proposal appears to have been developed using collaborative processes. The interactions are not detailed.	The proposal appears to have input from the target systems, but it is not directly identified. The interactions of the target system are adequately detailed.	The student's proposal will include the target system's voice at all service levels (e.g., individual, family, group, organization, and community). The developed plan demonstrates collaboration and a mutually agreed-upon plan. Details about interactions with target systems are included.
General Assignment				
The proposal includes a clear, culturally responsive assessment of the agency or community and the identified need.	The assessment is missing, unclear, or not connected to the project.	The assessment describes the setting and needs but lacks depth and fails to identify culturally responsive aspects.	The assessment is clear and draws on contextual factors and cultural responsiveness, but connections to the plan could be strengthened.	The assessment is thorough, contextualized, and culturally responsive. It clearly drives the proposal and demonstrates advanced macro-level assessment skills.

Description	Initial	Emerging	Developed	Highly Developed
The proposal includes a detailed PREPARE-guided plan, culturally responsive strategies, and service level considerations.	The plan is missing, vague, or does not follow the PREPARE model; goals and interventions are unclear or inappropriate.	The plan outlines a basic intervention structure but doesn't include all of the parts of the PREPARE model; goals and strategies could be clearer. It does not consider more than one level.	The plan follows the PREPARE steps and considers most of the service levels, but it does not make direct connections to other required elements of the plan.	The plan is well-developed, goal-driven, evidence-informed, culturally responsive, and fully aligned with the PREPARE model; macro-level considerations are integrated across individual, family, group, organizational, and community systems.
The proposal is organized, clear, and it effectively uses APA formatting.	The paper lacks clear organization, and the tone is informal or inappropriate for an academic paper.	Some organization is evident, but ideas may be disjointed; tone is uneven or somewhat unprofessional; Citations and references are mostly missing or significantly flawed.	The paper is generally well-organized and maintains a mostly professional tone; minor APA formatting errors do not significantly detract from clarity.	The paper is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted throughout.
The proposal follows the assignment requirements.	Does not follow the assignment description.	Somewhat follows the assignment description, but significant errors exist.	Follows the assignment description and requirements but has minor errors.	Closely follows the assignment description and requirements.

B. Community Impact Project Presentation and Competencies Eight and Nine Rubric

Description	Initial	Emerging	Developed	Highly Developed
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities				
	<p>a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p> <p>b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>			
The presentation documents culturally responsive and evidence-based interventions.	The presentation does not appear to use culturally responsive interventions and lacks evidence informed basis.	The presentation includes limited discussion regarding culturally responsive practices. There is a limited discussion of the evidence base.	The presentation discusses culturally responsive practices but lacks specific details. The overall presentation includes a discussion of evidence base.	The presentation explains a fully developed, culturally responsive set of interventions, with a clear description of the adaptations made to respond to the target system's needs. Scholarship related to the intervention is detailed.
The presentation incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	The presentation does not include a discussion of culturally responsive methods or advocacy at all levels of engagement.	The presentation discusses culturally responsive methods but lacks specific implementation at all levels of engagement.	The presentation discusses culturally responsive practices and how they are implemented at all levels, but some of the descriptions are not directly tied to all levels of engagement.	The presentation demonstrates a high degree of understanding of cultural identities and contexts. They explain how they facilitated and incorporated negotiation, mediation, or advocacy at all service levels (e.g., individual, family, group, organization, and community).
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities				
	<p>a. Select and use culturally responsive methods for evaluation of outcomes.</p> <p>b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>			
The presentation describes the culturally responsive methods used in the evaluation.	The presentations do not directly address culturally responsive practices in evaluating their project.	The presentation provides minimal insight into culturally responsive practices in evaluating their project.	The presentation is developed and includes a discussion of culturally responsive practices, but it does not provide specific, detailed descriptions.	The presentation includes a specific discussion of culturally responsive practices, such as learning about the population service and their needs. Outcomes from the project are identified and linked to the needs identified in the assessment.
The presentation details the critical	The presentation provided a minimal description of the	The presentation did not include all levels of practice, but the areas	The presentation included an adequate description of how they	The presentation will provide a detailed description of how they

Description	Initial	Emerging	Developed	Highly Developed
analysis of the outcomes.	evaluation and was not tied to each service level.	for improvement and descriptions were adequate for those discussed.	conducted the evaluation and briefly considered most of the service levels.	evaluated practice effectiveness at each service level (individual, family, group, organization, and community), and it will include specific areas of improvement for each level.
General Assignment requirements				
The presentation is professionally delivered.	The presentation is unclear or highly disorganized.	The presentation has some problems with organization, clarity, and delivery.	The presentation is organized and clear, but lacks smooth flow and engagement.	The presentation is professionally delivered, clearly conveys the plan's details, and uses strong presentation skills.
The presentation closely follows the assignment description.	Does not follow the assignment description.	Somewhat follows the assignment description, but significant errors exist.	Follows the assignment description and requirements but has minor errors.	Closely follows the assignment description and requirements.