

**BAYLOR UNIVERSITY
SCHOOL OF SOCIAL WORK**

Course Syllabus
SWO 5575 Advanced Practice: Community Practice

Faculty Contact Information

Name	
Office	
Email	
Phone	
Office Hours	

Course Description

This is the advanced practice course (SWO 5575) of a two course (advanced community practice theory—SWO 5335) that prepares students with specialized knowledge and skills for advanced practice within a broad array of community systems. Understanding communities as territorial and relational, and as targets and contexts for practice guides the student in effectively promoting change. The course emphasizes community interventions that are sensitive to human diversity in many forms, including community development, social action and organizing/planning.

Knowledge, skills, and the application of social work values prepare students to assess and intervene in communities. The course uses practice theory and methods rooted in professional social work literature. Students also will examine the relationship between religious faith and communities, as well as the role of congregations and religiously affiliated organizations in community practice. In order to accomplish this, this advanced community practice will have a class project as its focus for the entire semester.

Course Objectives:

The objectives/competencies and practice behaviors in this course is designed to prepare students for community based practice to practice at an advanced level. This course is designed to contribute to the accomplishment of the SSW program goals and concentration year objectives, and provides students with the knowledge, theories, and frameworks relevant to community practice domestically and internationally, including religious contexts. Practice behaviors operationalize competencies. These practice behaviors will be evaluated and are the place where the “rubber meets the road”. Successful completion of the course is based on your demonstration of competency in these practice behaviors. Competency in these behaviors will form the bulk of your evaluation. Assignments are outlined later in the syllabus; practice behaviors are evaluated in these assignments.

The objective of this course is to be able to demonstrate the following advanced competencies and practice behaviors:

A1	Identify as a professional social worker and conduct oneself accordingly.	PG3, PG7, PG8
A1.7	Synthesize multiple community practice models and frameworks to make professional judgments	
A2	Apply social work ethical principles to guide professional practice.	PG2, PG8, PG9
A2.5	Ensure that the community voices most often missing from program and policy formulation are able to be heard in the development of collaborative strategies for problem solving	
A3	Apply critical thinking to inform and communicate professional judgments	PG2, PG7
A3.4	Engage diverse constituents in critical community and organizational analysis and problem-solving	
A4	Engage diversity and difference in practice.	PG1, PG5, PG7
A4.5	Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations	
A4.6	Strive to ensure participation of diverse and marginalized community constituents in assessing, planning and implementing interventions	
A5	Advance human rights and social and economic justice.	PG5, PG7, PG10
A5.4	Work to eliminate social and economic injustice within communities & organizations	
A6	Engage in research-informed practice and practice-informed research.	PG2, PG7, PG10
A6.3	Utilize quantitative and qualitative research to understand the nature of communities and organizations and the best practices to improve well-being in these macro systems	
A6.4	Advance research that is participatory and inclusive of the constituencies of communities and organizations in which they practice	
A7	Apply knowledge of human behavior and the social environment.	PG4, PG7, PG10
A7.3	Understand measures of well-being for communities and organizations in social, economic, political and environmental realms	
A8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	PG1, PG5, PG8, PG9
A8.3	Engage with and support community leaders (e.g. educational, religious, financial, and media) who can influence the direction of policies toward improved social, economic, political and environmental well-being for all community members	
A9	Respond to contexts that shape practice.	PG4, PG6, PG9

A9.3	Engage with communities, their constituencies, & organizations that serve them to assess and analyze community/organization strengths, & needs	
A10	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	PG1, PG7-10
A10.1	Plan with communities and organizations to apply interventions through a variety of models (e.g. development, planning, and organizing), appropriate to the local, regional, national and international contexts and needs for change	
A10.2	Strengthen the capacity of community leadership to make decisions, set priorities, discover and create resources, and build strong, inclusive communities	
A10.3	Understand the role of involving community and organizational constituencies in order to evaluate the effectiveness of interventions and to recommend future actions	
A11	Apply an ethical integration of faith and social work practice	PG6, PG7
A11.4	Identify and work effectively with religious leaders in communities	
A11.5	Examine one's own religious, faith, and spiritual frameworks how they influence one's interest in community change	
A11.6	Identify religious and faith-based models of community practice	
A11.7	Understand and work effectively within the context of communities in regard to religious, faith and spiritual diversity	

Numbers in the right column indicate program goals (PG) and in the left column EPAS Competencies (A for Advanced) to which the course objectives are related. Practice Behaviors that operationalize the EPAS Competencies in this course are measured by faculty assessment of assignments.

Welcome

Welcome to the Advanced Practice Community Practice course of the Community Practice Concentration! In case you have not been able to tell, I love everything about policy, community, the church, non-profits and how all of these work together in bringing about not only individual but also community transformation through systems changes. I hope that by the time this course is completed at the end of the semester, you will love it, too, or at a minimum, gain a deep respect for its importance in the lives of the people with whom we interact in social work community practice. The success of this course is dependent on our interaction together. We are learners together in this educational environment. I am praying that all of us, together, will leave this course at the end of the semester, with deep changes in our lives, in our university community, and Waco, as a whole, as a result of our interaction and learning together this semester! Gaynor (Dr. Yancey)

Content

The content of this course is carefully coordinated with the schedule and content of SWO 5335. The plan and intent are to build on content related to community based advanced practice in order to focus in this course on the application of those theories in practice. Consequently, the textbooks are the same in both courses. All readings and papers will be accomplished in the SWO 5335 which allows us (your instructors and you) to focus solely on applying our practice skills through our course project. We expect that the theory course texts will be resources that you will use often in your professional practice after graduation. Course content will include concepts and language important to your work in community practice settings. It would be impossible to cover these topics exhaustively in one course or in one year. Instead, this course will provide a framework of knowledge and skills, clear understandings of resources for continued learning, and emphasis on critical thinking that we believe will guide you in your practice with non-profit and faith-based organizations and numerous types of geographic communities.

Academic Expectations and Policies

Policies pertinent to all courses are found in the Course Policy Syllabus Appendix.
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Blackboard

Course announcements, handouts, supplemental readings, and grades will be managed through Baylor University's Blackboard system. You will need to access Blackboard regularly to check for announcements, course updates, and supplemental readings. Blackboard instruction courses are available through ITS. If you have questions about Blackboard, please let me know. Email address book through Blackmail utilizes the student's Baylor email account. **Please check your Baylor email regularly (daily) to receive email messages pertinent to this course.**

Students may purchase needed software through Baylor's computer store for a nominal fee. Information is available through the bookstore. Please let me know if you need more information about this.

Additional Attendance and Class Participation Policy

Attendance policies for this course are as follows:

1. **Students are expected to attend class.** A maximum of three (3) absences for the semester may be incurred without a grade penalty. Ten (10) points will be deducted for every absence beyond the three. If a student misses four (4) classes, the student will fail the course and will need to repeat the course.
2. To respect everyone's time, please be on time and ready to begin class at the prescribed time.
3. Our class will meet at several different practice sites during some class times. If you have any difficulty with transportation to the site, please contact me no later than 6 hours before the trip and we will see how best transportation can be arranged.
4. As a courtesy, please call me or email me to inform me of your class absence, even

if the reason is clear and unavoidable.

Attendance involves demonstrated knowledge, values, analytic ability, and interpersonal skills. In addition to attendance, participation is based on asking questions, sharing experiences, actively participating in class discussion or small group exercises, and giving respectful feedback to others during class. Merely being present for class is not enough! Asking for needed help, problem solving or gaining clarification on assignments, or identification of individual learning needs are all important aspects of participation. Above all, participation means demonstrating personal and professional engagement in the learning process. Please treat your attendance in this course as a matter of professional practice. Please apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with instructors, attending meetings, etc. Punctual attendance for all class sessions is expected. As a courtesy to class members and the instructor, please provide notification to the instructor of any absences or lateness in advance of the absence or lateness. Also note that there are no excused absences. Arriving late for class or leaving early will be considered an absence, except under unusual circumstances, which must be discussed with the instructor as soon as possible.

Additional Grading policy

Grades on all assignments are based on:

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|----------------------------|---|
| Completeness: | Addresses all parts of the assignment. |
| Competence: | Demonstrates understanding of concepts (can define/describe in own words) and the ability to apply them (can cite specific examples that illustrate the concept). |
| Presentation/Organization: | Produces reports, ppts, and handouts that have a professional appearance.
Uses computer.
Follows APA style.
Uses headings and subheadings to identify parts of the assignment and relevance of content in each segment.
Communicates clearly and concisely.
Papers and handouts should be well organized, and free from spelling, grammar and punctuation errors. |
| Depth/Quality of Thinking: | While your grade in this course will be based on competencies and enrichments accomplished, you will want to think also about the quality of your work and ways to assess that quality. Consider the following: An “A” assignment indicates the submitted assignment excelled in both the level of thinking and the communication of concepts and meets or exceeds all competencies in the rubric. |

A “B” assignment indicates acceptable thinking and writing and minimum competencies but suggests one or both aspects could and should be improved. A grade lower than “B” indicates either one or both of the areas is not up to graduate level performance and that competencies in the rubric have not been met.

At the professor’s discretion, assignments that do not indicate graduate level work (below a “B”) may be redone one time to bring the grade up to a “B” and meet minimum competencies with the exception of any work completed and turned in the last week of classes.

Due Dates

Please submit all assignments electronically. Our course project will be due, in completed form, at the time designated for a final for our course. Assignments are due at the beginning of the class period on the dates specified on the course outline. Assignments received after three days will not meet the rubric competency requirements and will necessitate additional work in that curricular unit. All assignments and competencies must be in by the last day of class.

Incompletes for the course will only be given in rare circumstances beyond the student’s control and must be negotiated before the end of the course. It is your responsibility to make up any incomplete work within the agreed time. Incompletes are very rare and should never be taken for granted. Remember that a minimum grade of a “B” and successful accomplishment of all competencies is required in this course in order to move on to the advanced internship in the Spring semester. A “B-“ is not a B. Students who do not complete the competencies successfully will not be able to progress to the internship in the spring.

Assignments and Outcome Measures

The assignments for this course include the following:

1. The Poverty Solutions Plan (70%)

Poverty Solutions will be the focus of our course project for this semester. Our goal is to conduct needs assessments/assets mapping in East Waco and in North Waco. The BSW SWO 4373 (Communities and Organizations) students will be doing a needs assessment/asset mapping of South Waco. Periodically, students from this class will join us to talk about the overall project.

In addition, we will conduct focus groups which are aimed at getting input from the stakeholders in each of these communities we are assessing. The assessments and the results of the focus groups will be presented to the City of Waco’s Poverty Solutions Steering Committee. We will be working closely with that committee and with Mr. Jeff Wall, Director of Housing and Community Development for the City of Waco, the mayor of the City of Waco, the City of Waco City Council, community leaders, including representatives of the City of Waco, and community residents. Everything we do, throughout the semester, will be to develop advanced practice skills in relationship to this project.

2. Class and Group Facilitation and Participation (30%)

Every student will be highly involved in a designated task team throughout the semester. The purpose of this assignment is to develop advanced practice skills in coordination, collaboration, facilitation, presentation, and leadership as a part of the entire class or as a part of the task teams. Verbal and written peer and instructor reviews will be conducted throughout the semester for you to assess yourself and your peers with regard to professional practice.

Grading will be based on the completed outcomes of each Learning Group.

Teaching Methodology

Texts

Several textbooks are required for this course. These texts serve as fundamental resources for your advanced social work practice in communities and you are advised to keep them for your professional library. They will also be utilized in SWO 5335, the theory, and companion, course for this Advanced Community Practice Concentration. This course will utilize hand-outs, materials, research, and reports which will be distributed throughout the semester. These resources will be information that will inform our practice. They will inform our examination and understanding on poverty in Waco.

Corbett, S., & Fikkert, B. (2009). *When helping hurts: How to alleviate poverty without hurting the poor and yourself*. Chicago: Moody Press.

Hardina, D. (2002). *Analytical skills for community organization practice*. NY: Columbia.

Weil, M. (2005). *The handbook of community practice*. NY: Sage.

Instructional Methods

Classroom activities will include lecture, discussion, intentional and extensive team development, role play, student-led training presentations, videos, and guests both on campus and at community sites. You are expected to 1) read and think about each assignment prior to class; 2) reflect on the usefulness of the material; and 3) participate freely and constructively in class. While silence is appropriate at times, active participation is expected. Participation in role play of advanced practice skills is essential for skill development.

Course Schedule

Note: You will notice that the readings for SWO 5335 and this course are the same. That is intentional. Dr. Singletary and Dr. Yancey have worked hard to coordinate the syllabi and the classroom discussions, activities, and assignments to facilitate the flow of information around thinking, knowing, and doing. The reading is important. Your weekly reading reflections should enhance classroom discussion and the development of your practice class

project. We cannot possibly cover all of the material in class, so please do not expect that we will cover all of the content of readings in class. Please take responsibility for this information. We will schedule time for some reading discussion and you should feel free to raise questions about the reading during class or in blackboard discussion.

Unit 1 The Big Picture: Communities & Poverty
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Week 1	25 August	Introduction of the Course
<u>Project; Selection of Teams; Community Practice; Windshield Survey</u>		

Reading: Corbett & Fikkert, Intro-Chapter 1
Notes & Discussion:

Week 2	1 September	Poverty in Waco; Discussion with City
<u>Leaders; Outlining Work of Teams/Timelines; Assets Mapping</u>		

Reading: Corbett & Fikkert, Chapters 2-3
Notes & Discussion: *The Five Dysfunctions of a Team*

Unit 2 Understanding the Assets of Community

Week 3	8 September
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Reading: Weil, Chapters 1-2, 13
Notes & Discussion: *The Fred Factor*

Week 4	15 September	Poverty Alleviation &
<u>Reconciliation</u>		

Reading: Rothman article; Hyde article; Weil, Chapter 6
Notes & Discussion: *Servant Leadership*

Week 5	22 September	Community Practice Models
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Reading: Thomas, O'Connor, & Netting article
Notes & Discussion:

Week 6	29 September	ABCD
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Reading: Hardina, Chapter 6; Corbett & Fikkert, Chapters 4-5; Kretzmann & McKnight, Chapter 5 "Asset-Based Community Development"
Notes & Discussion:

Week 7	6 October	Concepts and Theories
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Reading: Hardina, Chapters 3-4; Weil, Chapter 4
Notes & Discussion:

Week 8 **13 October** **Ethics of Community Practice**

Reading: Hardina, Chapters 1-2; Weil, Chapter 3
Notes & Discussion:

Unit 3 Advanced Practice Community Interventions

Week 9 **20 October** **Development**

Reading: Weil, Chapters 7; Corbett & Fikkert, Chapters 6-9
Notes & Discussion:

Week 10 **27 October** **Development, cont'd**

Reading: Weil, Chapters 7, 8, 26
Notes & Discussion:

Week 11 **3 November** **Organizing**

Reading: Weil, Chapters 9, 15
Notes & Discussion:

Week 12 **10 November** **Organizing, cont'd**

Reading: Controversial Issues, Chapter 18 Weil
Notes & Discussion:

Week 13 **17 November** **Planning**

Reading: Weil, Chapters 11-12; Gamble & Weil, Chapter 8
Notes & Discussion:

Week 14 **1 December** **Planning, cont'd**

Reading: Hardina, Chapters 10-11; O'Connor & Netting, "Emergent Planning"
Notes & Discussion:

Bibliography

- Autry, J. A., (2001). *The servant leader: How to build a creative team, develop great morale, and improve bottom-line performance*. NY: Three Rivers Press.
- Blackaby, H., & Blackaby, R. (2001). *Spiritual leadership*. Nashville: B & H Publishing Group.
- Cox, F. M., Erlich, J. L., Rothman, J., & Tropman, J. E. (1995). *Tactics and techniques of community intervention (3rd ed.)*. Itasca, IL: F.E. Peacock.
- Freire, P. (1994). *Pedagogy of the oppressed (new revised 20th anniversary edition)*. NY: Continuum.
- Hardcastle, D. A., Wenocur, S., & Powers, P. R. (1997). *Community practice: Theories and skills for social workers*. NY: Oxford University Press.
- Hardina, D. (2000). *Innovative approaches for teaching community organization skills in the classroom*. Haworth Press.
- Hardina, D. (2002). *Analytical skills for community organization practice*. NY: Columbia.
- Homan, M. (2007). *Promoting community change: Making it happen in the real world*. Brooks Cole.
- Hunter, J. C. (1998). *The servant: A simple story about the true essence of leadership*. NY: Crown Publishing Group.
- Kretzman, J. P., & McKnight, J. L. (1993). *Building communities from the inside out*. Evanston, IL: Center for Urban Affairs and Policy Research.
- Lencioni, P. (2002). *The five dysfunctions of a team*. San Francisco: Jossey-Bass.
- Mondros, J. B., & Wilson, S. M. (1994). *Organizing for power and empowerment*. NY: Columbia University Press.
- Rothman, J., Erlich, J. L., & Tropman, J. E. (1995). *Strategies of community intervention (5th ed.)*. Itasca IL: F.E. Peacock.
- Rubin, H., & Rubin, I. (2008). *Community organizing and development*. (4th ed.). NY: Thompson.
- Sanborn, M. (2004). *The Fred factor*. NY: Doubleday.
- Vanier, J. (1989). *Community and growth*. Paulist Press.

Weil, M. (2005). *The handbook of community practice*. Sage.

Syllabus Appendix Course Policies

I. Academic Integrity

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Failure to do so constitutes theft of intellectual property. Instances of plagiarism or any violation of academic integrity will result in failure of the assignment and will be reported to the Honor Council. Be sure to read and understand the Baylor University Honor Code. The text is available [here](#).

The University Academic Integrity Policy will be upheld in this class. The academic integrity policy can be viewed on Baylor's website [here](#). Additionally, this course is designed to maximize learning by having students work in teams for some assignments. It is highly recommended that you share with each other and edit one another's work (within and outside of your team) in order to critique and improve the content of your papers and presentations. Be sure that all written assignments are in one's own words (or, for group assignments, the words of your own group members). Papers written by others or drawing on others' work without acknowledgment will not be accepted and will result in a failing grade for the course.

Referencing & Accessing Appropriate Sources

Referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Standard APA¹ style is preferred for citation within the text and in the reference section. Given the availability of information on the World Wide Web, it is often difficult to evaluate the quality of online sources. It is expected that students will pay attention to the domain, sponsor, author's background, and date of information on websites used and will cite all information obtained from websites (see APA Manual 6th edition for how to reference sources from electronic media). In doing all assignments, it is expected that students will use discretion when using online sources that have not been professionally reviewed and that they will also always include sources that have been subjected to peer review and are published in scholarly journals.²

Turn it in

Honor policy and paper submission to Turnitin.com. All students are expected to abide by the rules and regulations of Baylor University. Given the widespread availability of papers for purchase online, Baylor recently subscribed to *Turnitin*, a plagiarism detection service. Student papers are submitted to *Turnitin* and compared to others in the database, with the results of the comparison (including hyperlinks to web pages or other papers with the same text) sent to the instructor. *Turnitin* is not used to grade your paper; this remains the responsibility of your Professor.

Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit will be submitted to *Turnitin* or similar parties to review and

¹ *Publication manual of the American Psychological Association* (APA) (6th Ed.). (2009). Washington, DC: American Psychological Association.

² For guidance in using the web for class assignments, see Lynch, D., Vernon, R. F., & Smith, M. L. (2001). Critical thinking and the web. *Journal of Social Work Education*, 37(2), 381-386.

evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of [turnitin.com](http://www.turnitin.com) is available on its web site: <http://www.turnitin.com>. Students understand that all work submitted to [turnitin.com](http://www.turnitin.com) will be added to its database of papers. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action. To submit your assignments to *Turnitin*, you will need to set up a user's account. First, go to <http://www.turnitin.com>. In the top right-hand corner, you will be prompted to "create a user profile." Once you have created your profile, you can log in. You will need your Class ID number, as well as the password. *Please sign up for Turnitin during the first week of class. Only written assignments submitted to Turnitin will receive a grade.* You will need to submit your assignments as MS Word files.

Any act of academic dishonesty, on *any* assignment, will result in a grade of zero for the entire course. Integrity, honesty, and relying on your own abilities are some of the most important lessons you'll learn in college and carry with you into the "real" world. Remember: each written assignment for the course is designed to stretch your abilities. It is there for a well-determined reason, and merits your serious attention.

II. Student Success

Your academic success is important to us. Thus, to assist you in improving your performance, Faculty may refer you to the Paul L. Foster Success Center for substandard academic performance and/or excessive absences. The Success Center offers a wide range of academic opportunities helpful for improving your grades.

Students with Disabilities

"No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Baylor University complies with all applicable federal and state non-discrimination law and does not engage in unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, or disability in employment or the provision of services.

OALA

Any student with a documented disability needing accommodations should contact the Office of Access and Learning Accommodation at: 254-710-3605. If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible. Any student who needs learning accommodation should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710-3605 and the office is in Paul L. Foster Success Center - Sid Richardson - Room 189.

III. Academic Policies

Grading

For MSW courses, the following grading scale will be used:

A+ =	98 - 100
A =	94 - 97
A- =	91 - 93
B+ =	87 - 90
B =	83 - 86
B- =	81 - 82
C+ =	77 - 80
C =	73 - 76
C- =	71 - 72
D =	60 - 70
F =	Below 59.

Attendance and Class Participation Policy

Attendance at class meetings is essential to academic success. Interaction with faculty members and fellow students provides the best opportunity for learning information and for exercising skills necessary to gain competencies in the subject. Classroom discussion also enriches understanding beyond the boundaries of the specific course and develops students' analytical facility and ability to communicate ideas effectively. The University expects each student to take full advantage of his or her educational experience by developing personal responsibility for class attendance.

Student attendance must be recorded through the census date of each term (the twelfth class day of the fall or spring terms).

Please see your Course Syllabus for specific Attendance Policies for each class. Faculty members may establish their own requirements regarding attendance, punctuality, and participation. Any attendance requirements and penalties for excessive absences will be set forth in the syllabus for each course. The student bears the responsibility for the effect that absences may have upon class participation, announced and unannounced examinations, written assignments, reports, papers, and other means of evaluating performance in a course.

If a student's required participation in a University-sponsored activity causes the student to miss class, this is ordinarily considered an absence that is counted against a student in the context of an applicable attendance policy. However, if in this event the student seeks to make arrangements prior to the absence to complete scheduled assignments, the faculty member will work with the student to allow for the completion of missed classwork and assignments.

In the event of serious illness, accident, or death in the family, students should contact their professors as soon as they are able. When such a crisis prohibits the student from being able to make immediate contact, the office of the Chaplain notifies faculty when information is available; the Chaplain, does not, however, pursue official verification of such reports. Requests by faculty to verify the nature of an absence should be made to the student upon the student's return. Students are usually allowed to make up classwork and/or tests missed which result from such crises. As these instances are academic matters, any dishonesty on the part of a student in such a situation is considered a violation of the University Honor Code.

Class absences are one of the early signs that a student may be experiencing academic, personal,

or emotional challenges or distress. Resources in the Paul L. Foster Success Center and Counseling Center are available for students who are experiencing difficulties related to class attendance.

Confidentiality

Due to the sensitive nature of the information that may be involved, no information shared by a class participant about a client or agency is to be discussed outside of the classroom, please. All information that identifies clients and agencies must be carefully protected and should be disguised or removed from conversation and from any documents provided in presentations and papers.

Portable Technology Policy

The School of Social Work recognizes that portable technology, such as laptop computers, tablets, and mobile phones in the classroom can be a valuable learning aid and can be necessary to student life. In addition to increasing the proficiency of note taking, access to the internet and other sources during class can enhance class participation. Portable technology also has the potential to be distracting to the student using the technology device and to other students around the user. To avoid this distraction, the use of laptops, cell phones, and other portable technology for any of the following activities are prohibited in School of Social Work classes: instant or text messaging, sending or reading e-mail, games, viewing any websites not related to class discussion, and working on projects not directly related to the immediate class activity. Failure to comply with this policy may result in the professor asking the student to discontinue use of the technology in the classroom, bringing the technology device to class or to ban portable technology devices from the class. Students should check with the course faculty about any questions regarding appropriate use of portable technology in the classroom.

Self-Disclosure Statement

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experience in order to assess their effect on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

1- Inadequate	2-Novice	3- Competent	4-Proficient	5-Excellent
Does not demonstrate competency	Demonstrates emerging competency	Demonstrates basic competency	Demonstrates strong competency	Demonstrates commendable competency
BSW <81	81-82	83-86	87-90	91-100
MSW <81	81-82	83-90	91-93	94-100

Baylor School of Social Work										
Individual Grading Rubric										
2011 30 5575										
Student:										
Project										
		Practice Behaviors and Other Criteria								
% Weights	Points									
		A3	Apply critical thinking to inform and communicate professional judgments (critical thinking)							
		A3.5	Engage diverse constituents in critical community and organizational analysis and problem-solving (project 5575).							
		A4	Engage diversity and difference in practice. (diversity)							
		A4.5	Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations (project 5575).							
		A4.6	Strive to ensure participation of diverse and marginalized community constituents in assessing, planning and implementing interventions (project 5575).							
		A4.7	Ensure that the community voices most often missing from program and policy formulation are able to be heard in the development of collaborative strategies for problem solving (project 5575).							
		A5	Advance human rights and social and economic justice							

		A5.4	Work to eliminate social and economic injustice within communities & organizations (project 5575).					
		A5.6	Engage with and support community leaders (e.g. educational, religious, financial, and media) who can influence the direction of policies toward improved social, economic, political and environmental well-being for all community members (project 5575).					
		A6	Engage in research-informed practice and practice-informed research. (research)					
		A6.3	Utilize quantitative and qualitative research to understand the nature of communities and organizations and the best practices to improve well-being in these macro systems (project 5575; praxis paper 5335).					
		A10	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (practice)					
		A10.1	Engage with communities, their constituencies, & organizations that serve them to assess and analyze community/organization strengths, & needs (project 5575).					
		A10.2	Plan with communities and organizations to apply interventions through a variety of models (e.g. development, planning, and organizing), appropriate to the local, regional, national and international contexts and needs for change (project 5575; praxis paper 5335).					
		A10.3	Strengthen the capacity of community leadership to make decisions, set priorities, discover and create resources, and build strong, inclusive communities (project 5575).					
		A10.4	Understand the role of involving community and organizational constituencies in order to evaluate the effectiveness of interventions and to recommend future actions (project 5575; praxis paper 5335).					
		A11	Apply an ethical integration of faith and social work practice.					
		A11.6	Identify religious and faith-based models of community practice (course facilitation 5335; project 5575).					
		A11.7	Understand and work effectively within the context of communities in regard to religious, faith and spiritual diversity (project 5575).					