

Appendix 4.2 Embedded Assignments and Grading Rubric Example

SWRK 601 – Human Development Analysis Paper

The assignment is to tie the theoretical content of the course to case material. The case material is a documentary series titled TransGeneration. It follows the lives of four transgendered young adults for an academic year. The entire series has been downloaded onto YouTube and should be accessible to all via their home computers. It is also available through Netflix. The student will choose one of the four individuals for analysis. The assigned length for this paper is 10-15 pages.

The analysis should address:

1. The individual's history and life situation to the degree that it has been revealed.
2. The individual's identity based on the following dimensions
 - a. Gender
 - b. Ethnicity
 - c. Class
 - d. Sexual orientation
 - e. Race
 - f. Spirituality
 - g. Ability/disability
3. Social supports and social stressors
4. A biopsychosocial formulation that comparatively applies the psychological theories studied in the class.

SWRK 605 – Policy Analysis Paper

Policy Analysis Papers Parts 1 and 2

Part 1, Maximum 8 pages. Parts 1 and 2, maximum 14 pages, typed, double-spaced
This assignment can be done on your own or in pairs. You will each choose a policy that is currently going through the legislative process at the State or Federal level. Analyze the policy that you have chosen using the model presented in Chapter 2 of the Jimenez text. Answer the questions listed below. You will need outside resources to support your analysis. Make sure you cite all of the information that you get from outside sources.

The assignment will be completed in two parts. The first part consists of Sections 1, 2, and 3, and will be graded twice. You can make recommended changes and hand it in again with the completed paper at the end of the semester. Part II consists of Sections 4 and 5. Part 1 is worth 35 points and part 2 is worth 75 points.

Part 1 – To be handed in twice

Section 1 - The Policy you are Analyzing

Begin by briefly describing the policy that you will analyze. Be sure to include the bill number, whether it is a state or federal bill and which house it is in. You will discuss the policy in more detail in Part 2 of the paper. Part 1, Sections 2 and 3 focus on the **problem** that the policy aims to address, not on the actual policy. Please make sure to focus your discussion on what you see as the problem being addressed, not on

the policy.

Section 2 - Understanding the Problem

- What is the problem the policy aims to address? Try to break the problem down into its most fundamental, and provide a one sentence problem statement.
- How are any relevant terms defined? Are there different definitions of any of the terms? How might differing definitions shape the extent of the problem or solutions to the problem?
- What is the history of the problem in the U.S.? When was it first seen as a problem? Has our understanding of the problem changed over time?
- What are the various theories about the central causes of the problem? What do you think are the most important causes and why?
- What is the extent of the problem? How big is it?
- Who defines this as a problem?
- Who believes that this is not a problem?
- What are the conflicting social values and beliefs of those who believe this is a problem and those who think it is not a problem? Is one side or the other better supported by social work values and ethics? Explain why you think so.
- What is likely to happen with this problem if we make the policy choice to “do nothing”?

Section 3 - Power Imbalance or Struggle

- Who loses, or is suffering, from this social problem?
- Who gains from keeping the problem the way that it is?
- Who seems to have power around this issue and who lacks power? What is the basis for the power that one side has?

Part 2

Section 4 - The Policy you are Analyzing

- What are the stated or overt objectives of the policy? What do you think might be any unstated or covert objectives of the policy?
- Who is the direct target of this policy, meaning who will it most affect? Do members of the direct target population come from any specific demographic groups (for example racial, ethnic, gender, age, class, ability, sexual orientation, gender identity groups)? Will this policy help people from some groups while it hurts people from other groups? Who are the indirect targets of the policy?
- Who supports and who opposes the policy?
- What are possible unintended consequences of the policy? Can you think of things that might happen because of this policy that were not what lawmakers intended?
- Will there be any changes in the distribution of material resources, services and/or rights as a result of this policy for either the direct or indirect target groups?

- What social justice issues does this policy address? Does the policy help or hinder a social justice agenda? Specifically discuss how the policy increases or decreases discrimination and/or oppression for groups within the community.

Section 5 - Alternative Policies and Legislative Advocacy

- What alternative policy would address the social problem discussed in the policy analysis more effectively while advancing social justice?
- Is this an issue best addressed at the state or federal level? Why do you believe this?
- What ethical dilemmas does the policy raise?
- Discuss how you can work with constituents and other community members to oppose or promote the policy.

SWRK 608 – Videotaped Interview

The interview will allow for the opportunity to evaluate your presentation skill level and develop goals for areas to continue to develop over the course of the master's program. The purpose of this exercise is to increase your knowledge and skill in social work practice with individuals. The objectives are to:

- 1) Increase your skills in interviewing, assessment, and intervention.
- 2) Identify and analyze current skills from the text and class lectures that you displayed during the role-play.
- 3) Assess current areas of strength and areas of further development/practice.
- 3) Increase professional writing skills.

The exercise will focus on social work assessment techniques using ego-supportive and strengths perspective interventions. This exercise will involve paired students role-playing a case study while being videotaped and observed by the class. One student will be the client while the other student will be the social worker. You will switch roles for your partner's videotaping. Each student will be provided a case study that represents a specific client population in regard to reason for referral and generation. This will allow an opportunity for the class as a whole to participate in an exercise that exemplifies issues across the lifespan.

The video exercise will take place in class and last approximately 10 minutes. During the first 1-2 minutes, the student in the role of the practitioner will present the case to the audience. The remainder of the time will be spent in the development of the interview/session. Note: this videotaping will be your first contact with a client. Thus, you will focus on developing a working relationship including trust and rapport. You will want to identify the client's perspective for the referral or the reason for the visit, which is, starting where the client is.

Videotaped Interview Paper

The paper will be graded on your reflection. The paper is not to be a process recording or recount of the interview. You are to critically evaluate the interactions during the interview, the skills used and the manner in which they manifested, and the areas needed

to further develop. You will not be graded on your performance in the interview. You will be graded on your response, analysis, application to course material, and insights into strengths and weaknesses.

You will review your video and from your analysis write a five to seven page/reflection that includes skills discussed in your text and in class. This assignment is seen as a learning exercise that focuses on your insights in reflecting and evaluating yourself. You will want to contrast how you felt during the interview with how you view yourself now that you are able to watch yourself. That is:

- 1) When did you feel the most confident and the least confident? Explain. Were there any issues of transference/countertransference that you were aware of?
- 2) What cultural, gender, and ethnic influences including aspects of oppression, social injustice, and discrimination were present? How might the age, socio-historical factors, and cultural background of your client impact your thoughts or behaviors during the interview process?
- 3) What areas represented a personal, professional, or societal value conflict? How do you view the manner in which you did or did not address this? What might you do differently? Identify any ethics or values that guided your thoughts or behaviors, comparing to the Social Work Code of Ethics.
- 4) Did you address your client's expectations? Your role? How do you view your behaviors in this area? What would you do the same? Different? And why?
- 5) How would you rate your communication on the "Empathic Communication Scale?" Give an example and explain why you chose this level on the scale. What might you change and why? (Text - pp. 94-106.)
- 6) Per your text (pp. 108-120), what aspects of authenticity did you exhibit? What areas would you like to continue to develop?

SWRK 601 – Bio-Psycho-Social-Spiritual History, Assessment, and Intervention Plan

You will be observing a video in class from which you will develop a bio-psycho-social-spiritual assessment and intervention plan. An outline to follow for this assignment located on the course Blackboard site. The paper length is eight (8) pages. This consists of a Title Page, Theoretical Approach Discussion, Five page Bio-Psycho-Social-Spiritual history, Assessment & Intervention Plan, and Reference Page

Select a theoretical approach from class (behavior, client-centered, cognitive, communication, existential, problem solving or another approved by your instructor) as a foundation for your assessment. Write a one-page discussion of your rationale for selecting this approach, i.e. how did you select this method for working with this client? What research exists that supports your choice? The one page discussion of the

theoretical approach will be the first page of your Bio-Psycho-Social-Spiritual assessment following the Title Page.

The following five pages of your paper will be the Bio-Psycho-Social-Spiritual assessment that includes the Intervention Plan of two measurable goals and objectives. This would be the type of report that might be used for a custody evaluation or in-patient assessment.

Peer Feedback

One week after viewing the bio-psycho-social-spiritual assessment video, you will bring a completed rough draft of all seven pages of the assignment to class for peer feedback. The draft is to be written in complete sentences, with headings for each area addressed. Please ensure it is spell-checked and grammatically correct.

Class time will be used to ensure that you are not only following the assignment as requested, but that your paper is also readable and well written. You may choose who you desire to respond to your paper. If you feel uncomfortable sharing your paper with a peer, please talk with the instructor at least one week prior to the peer editing date.

On the day of the peer feedback session, you will turn in the rough draft with the peer-editing sheet attached, to your instructor. Your instructor will review the comments and suggestions from your peer editor as well as provide additional feedback. Your paper will be returned the following class period. You are then to revise your bio-psycho-socio-spiritual assessment per editing suggestions, and other areas you may want to change.

Your initial draft, along with the completed peer-editing sheet, must be stapled to the final draft in order to receive full credit for your paper. Your grade will be lowered 1/2 grade level if both the draft and editing sheet are not attached.

SWRK 608 – Theory and Practice Presentation and Handout

The *Course Blackboard Page* includes various articles on practice considerations and theories. Each student will choose a practice consideration and corresponding theory that they desire to explore. Please suggest other theories that are of special interest to you for your research, presentation. A sign-up sheet will be provided the third week of class. Each student is responsible for briefly reviewing all of the articles (there are a lot of articles listed!, but will focus and present on only one of the assigned areas. Be prepared for a lively, critical analysis of each orientation. Incorporate theory assigned and one other related in the literature, and address cultural factors.

Each student is to not only to report on the article(s) assigned and textbook chapter on the theory, but they are also to incorporate two other sources and the textbook. This means that you will have at least a total of five (5) sources on this specific topic. If you chose to present on a model not listed, you will be responsible to find your own sources, which must be scholarly, peer-reviewed research articles and books. You are to provide these sources in correct APA format to your colleagues in a one-page handout that highlights

aspects of the practice consideration. The handout is a single sheet, and may be printed back to back.

If students are assigned as a dyad to a topic or if presenting individually, the presentation outlining the primary aspects of each topic is to be no longer than 20 minutes. Use of visual aides is required, including a handout summarizing the practice consideration and use of assigned and alternate (if applicable) theory, and use of overheads, PowerPoint and/or the blackboard. Be sure to practice your presentation to allow for a clear and concise discussion that is within the time frame.

SWRK 610 – Community Project Report

Part I The Problem

Briefly describe the problem your intervention is trying to address. This doesn't need to be more than a page or two, and should include some research support that discusses some of the primary macro or root causes of the problem.

Part II The Population

Describe and the population that is most effected by the problem in our community including the following.

- What are the demographic characteristics of those most affected by the problem, including any of the following that seem most relevant: socioeconomic status, gender, race, ethnicity, ability/disability status, age, sexual orientation, gender identity, family status, immigration status, renter/home owner, etc. How do you see these demographic characteristics affecting people's experience with the problem?
- Discuss how issues of oppression and privilege have shaped or contributed to their experience with the problem.
- Do various members within the target population see the problem in different ways?
- Are there differing views about the problem within the broader community?
- In general, are members of the target population involved in solving this problem?
- In McKnight's terms, can they best be described as citizens or as clients? Why do you think this?
- How important does solving the problem seem to the target population and to the broader community? On what are you basing your assessment?

Part III The Intervention

Discuss and analyze the intervention that you have been involved in. You should thoughtfully incorporate at least seven of the class readings to support your analysis. Please address all of the following:

- What solutions have been suggested so far to solve the problem in this and other communities?
- Would any of the solutions from other communities likely work here with this population? Why or why not?

- What constituent groups and groups of allies do you believe might be organized to address the problem? Why do you think each group might become involved?
- How might the demographic makeup of the constituents and allies shape your choice of organizing plan including your recruitment efforts, plan for leadership development, the message you create about the problem and solution, the strategy and tactics you use? You might consider age, race, ethnicity, social class, ability level, sexual orientation, gender, and gender identity. How would you attempt to build a diverse group of participants and leaders?
- How did you or how could you recruit additional constituents and allies into this effort? What barriers do you see to recruitment and how might you overcome the barriers?
- Will your intervention help members of the target population become more empowered? To answer this you will need to provide a relevant definition of empowerment and explain why you believe this intervention will or will not contribute to increased empowerment.
- Would your effort result in any shift in the balance of power and/or help constituents have more power than they did before the effort began? Explain why you think this. This will also require a definition of power that you believe fits well here.
- How might you locate, recruit, train, and support community leaders to lead either this effort or another one to address the problem with your target population?
- Discuss if and how you are attempting to build on the assets or strengths of the members of the community in your organizing plan. If you are not doing that, how could you?
- Develop a short message about your issue that you could share with people. It can be as short as a bumper sticker or as long as a couple of sentences that you could use to explain your issue to people. Discuss why you think this is an effective message. What values does the message convey?

SWRK 612 – Cultural Inventory

The purpose of this assignment is to increase your awareness of your own cultural background and how your experiences and beliefs impact your way of being in the world and how that in turn effects your professional interactions in social work.

To guide your thinking you are asked to consider all of the following questions and write about no less than five of them followed by your thoughts about how your social location will impact your work as you move into professional social work. What difficulties do you see yourself having with social work values given your overall social location? What client system do you feel the least prepared to work with or the least equipped to advocate for in any given situation?

Papers should be no more than 6 pages, double spaced with one inch margins. Be sure to include both an introduction and conclusion. Because you are speaking directly of your own experiences and ideas, you should write in the first person. While you are not required to use outside resources, should you choose to, you must cite them using APA format.

I am always interested in quality over quantity – use your critical thinking skills to explore each area you have chosen in depth.

1. Into what social and economic class were you born? What messages have you received about people in your social class? What messages have you received about people who are not in your social class? What defines which social class someone is in in America?
2. Into what region or geographical section of the U.S. or world were you born? What messages have you received about people from this region or geographical area? How do those messages contrast with messages about people from other regions or geographical areas?
3. Into what kind of community (urban, suburban, or rural) were you born and raised? How did this experience of community influence how you see the world? What blind spots might it have created for you?
4. What is your gender? What is your gender expression? Does your gender expression match the expected gender expression for someone of your gender? How does context influence your gender expression? What messages have you received about your gender? What messages have you received about other genders?
5. What is your sexual orientation? What messages have you received about your sexual orientation? About sexual orientations other than your own? How often do you think of yourself in terms of your sexual orientation? In what ways has your sexual orientation shaped how you view ideas of family? Relationships? Friendships?
6. What term or terms do you use to identify your race/ethnicity? What messages have you received about this naming? What connotations does your race/ethnicity have in the larger society? How often do you think of yourself in terms of your race/ethnicity? How has your race/ethnicity shaped how you are in the world?
7. What was the linguistic environment into which you were born? Monolingual, bilingual, multilingual? How did this impact you? How does your linguistic ability enhance or limit your life?
8. What is your age? What messages have you received about people of this age? What messages have you received about people who are younger than yourself? Older than yourself? What thoughts do you have about aging?
9. What are your physical and intellectual abilities? What messages have you received about people with these abilities? What messages have you received about people who are less physically able than yourself? More physically able than yourself? How about people who are less intellectually able? More intellectually able?
10. What are your religious or spiritual beliefs or worldview if you do not identify with religion or spirituality? What are three key messages you carry about these

- beliefs? What messages have you received about people who are from or practice these beliefs? How do those beliefs shape how you view people who have religious or spiritual beliefs that are different than yours? How do these beliefs shape your ideas about right and wrong, good and bad?
11. What is your political ideology? What messages have you received about this ideology? What challenges does your political ideology pose for you when you encounter someone who disagrees with you politically? How free do you feel to express yourself politically? How do your political beliefs converge and diverge from the ethics of social work?
 12. Some people consider themselves bicultural. To what extent do you have a dual perspective? Which of the two views has greater weight with you? How does context influence which view is in the foreground and which is in the background? To what extent are there conflicts between these cultures? How are these conflicts resolved internally? What is the behavioral result of that negotiation?

SWRK 612 – Ally Project

For the Ally Project, students will form groups of 3-5 participants who share a common **privilege**. The final product should demonstrate a comprehensive awareness and knowledge of the role of privilege in student's lives and practice through a creative audio-visual group presentation. Group presentations should be between 10-12 minutes long.

You should demonstrate a thorough understanding of (a) the role of privilege on the lives of the presenters and the maintenance of social stratification, (b) the role of privilege on the social work enterprise and its influence on the social work-client relationship, and (c) approaches to disrupting privilege in everyday life as well as within the context of anti-oppressive model of social work practice. Additionally, the presentation should include strategies for anti-oppressive social work practice addressing the particular issue of privilege.

Presentations must include both an audio and a visual component, include all group members in some aspect of the presentation. Presentations may utilize any tools or technology that the group decides will be effective in representing their message, including PowerPoint presentations, websites, music, videos made for the presentation. If you use any interview data, an informed consent should be signed by any participant outside of our class.

Student use of visual and audio components should be unobtrusive and should enhance the audience's understanding of the content of the presentation. Presentations will be graded on (a) clarity of presented material, (b) coordination of group, (c) relevance to course material and (d) creativity.

SWRK 617 – Research Proposal

The purpose of this assignment is to challenge students to integrate and apply a majority of the information that you have learned through this class. Students will work in teams

of two to create and implement a research project from initial conception to final report (see Rubin & Babbie (2013) Appendix A (pg. 347) & B (p. 353)). This assignment is to be done throughout the course of this semester. Each group will present their group research project – the instructor will provide a sign-up sheet as we near the end of the semester.

Please use the guideline Appendix-A: CSU-Chico Master’s thesis guidelines to write the proposal. The Rubin & Babbie (2013) textbook devotes Appendix A and Appendix B to the finer points of writing research reports. Students may find a research report or article that uses a method similar to their own and draw on that paper as a guide for the structure of their research report. If you choose this last option, please consult with the instructor for final approval before the start of this project. *Paper must be in APA format.

Structure of Research Proposal:

Target Date	Group Research Project (Sections)	Maximum Page limit
	Problem Statement (separate from paper)	1-2 paragraph
	Introduction to the Study	2 pages
	Review of the Literature	4 pages
	Conceptual Framework	2 pages
	Methodology Data Analysis Plan	As needed Include instruments used to collect data in appendix
	Results	As needed
	Discussion	3-4 pages
	CSU, Chico Human Subjects Application	All forms & instruments in appendix
	Limitations of research design	1 page
14 th December	Final Version with results	15-20 pages, include references and appendices

SWRK 617 – Quantitative and Qualitative Article Review

- A. Qualitative Data Analysis: Students will use the interview conducted by them in the beginning of semester for this assignment. The purpose of this assignment is to learn basic qualitative analysis skills. The procedure to do so will be discussed during the lab sessions.

- B. Quantitative Data Analysis: Student will collect data for their group research projects and the same data will be used to complete this assignment. The students will present the findings towards the end of the semester. The format for presentations will be shared in class.

SWRK 631/2 - Case Presentation

Review for the class the name of the agency in which you are placed, the target population, services provided by the agency and the intervention approaches used by the agency service providers. Please ensure that the information you provide in the case presentation protects the confidentiality of the client.

1. Provide a brief description of the client system (individual, family, group, community, organization)
2. Provide an overview of the presenting issue (why the client/consumer was referred to your agency).
3. Identify the goals that have been established for the work you are doing with the client/consumer or client system, your role in working with the client/consumer, and how you plan to evaluate your work.
4. Describe the theoretical approach or perspective that the field agency subscribes to and how this approach impacts the development of the goals and interventions selected (Examples of theoretical approach might be systems, social learning, developmental. Example of perspective might be strengths-based, feminist, eco-systems)
5. What knowledge are you using to inform your work with this client/consumer/client-system? (Example: developmental, family systems, group behavior, addictions, risk assessment, etc. in other words how are you connecting theory to practice)
6. Discuss the strengths and barriers you have identified in the client/consumer or client system.
7. Discuss what you have done to this point to assist the client/consumer or client system and what has worked.
8. Are there any issues of diversity that were important for you to be aware of and how have you dealt with these?
9. What challenges have you faced working with this client/consumer or client-system. Formulate two questions you would like help with from your peers in regards to these challenges?
10. Summarize the feedback received from your colleagues at the end of your presentation and identify at least once suggestion that you will make a plan to implement during your next interaction.

SWRK 635 – Person-In-Environment Paper

This paper will focus on your analysis of the issues presented in the documentary film entitled: *To You Sweetheart, Aloha*. You will apply theoretical frameworks and practice concepts discussed in class and in your reading to assess the needs and strengths of the central figure and to develop a preliminary approach to intervention. Length of the paper

is a minimum of 6 pages of content and a maximum of 7 pages (doubled spaced), in addition to 1 reference page. Reference at least 3 course readings in support of your points.

Please use the following outline in organizing your paper.

Introduction: Discuss ecological systems theory (person in environment) and how it is useful in guiding our understanding the needs and strengths of the main character in the film, Bill Tapia.

Bio-Psycho-Social-Cultural Assessment:

- Identifying information (age, gender, ethnicity, employment, living situation, marital/partner status)
- Biophysical functioning (appearance, body build, general health, medical conditions, injuries, or other physical limitations)
- Cognitive functioning (intellect, memory, judgment, core beliefs & perceptions)
- Emotional functioning (mood, ability to express and manage emotions, grief and loss issues)
- Behavioral functioning (organizational skills, social skills, level of independence, community engagement)
- Developmental stage (psychosocial developmental tasks he is facing; are they different from Alyssa's? If so, how does that impact their relationship?)
- Social supports and family dynamics (strengths and limitations)
- Culturally-based values, beliefs, customs
- Spirituality (indications of spiritually-based beliefs)

Intervention Planning: If you were working with Bill at the point at which we stopped the film, how might you approach engagement? If you were basing your intervention on the social constructionist theory, how might you proceed? How would you assist him in the mourning process?

Conclusion: Discuss the ways in which Bill's story can be beneficial to others. What did you learn that will be helpful to your social work practice?

**SWRK 641 – Papers 1 and 2
Recovery Strengths Based Assessment Paper**

This paper should reflect the student's ability to conduct a recovery strengths-based assessment of an individual based on the dimensions outlined. Since there are no exams in this course, it is essential that students make specific reference to the readings, course textbook, and additional resources. An individual should be interviewed and assessed on the following elements:

Life Domains	Current Strengths	Individual's Desires, Aspirations	Past Resources- Personal, Social, & Environmental
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Home/Daily Living			
Assets—Financial/Insurance			
Employment/Education/Specialized Knowledge			
Supportive Relationships			
Wellness/Health			
Leisure/Recreational			
Spirituality/Culture			
What are my priorities?			
Additional information or important things to know about me.			

This table is provided to help you gather information. Do not include this table in your paper. Nor should the paper include the interview transcript.

The paper should include what brought them to the agency, the life do assessment plus a summary of your analysis of how this assessment tool fits the recovery model. The paper should include the assessment plus a summary of your analysis of how this assessment tool fits the recovery model.

The paper should include the following elements:

1. Discussion of all the life domains in relation to current strengths, individual’s desires/aspirations, and past recourses in life domains.
2. Discussion of the Individual priorities and additional information or important items not covered during the interview.
3. Summary of your analysis that includes how this assessment tool fits into the recovery model.

The paper will be constructed on an assessment interview with an individual that you are seeing or it can be a role-play with a fellow colleague or field instructor. The paper will be a combination of interview along with literature supporting your analysis. Papers should be double spaced, 12-pt. font, and should follow the APA style writing and format. The length of this paper should be 7-10 pages of content and reference page is additional. Papers turned in late will be downgraded unless permission to extend the deadline has been granted by the instructor *prior* to the due date. A grading rubric will be provided.

2. Direct Practice Paper

Each student will be required to write Direct Practice paper that integrates and synthesizes material covered in class with field placement and /or work experiences. Since there are no exams in this course, it is essential that students make specific reference to the readings, course textbook, and additional resources. This paper should reflect the student’s thoughts, ideas, and insights especially with regard to the application of theory to practice. This paper should not exceed 10-12 pages in length.

The purpose of this paper is to increase your knowledge and skill in direct social work practice in Mental Health Settings.

The papers will be evaluated using the following criteria:

- (1) Quality of the integration and application of readings and course text references with social work practice while broadening your cultural understanding;
- (2) Correct and thorough assessments, intervention plans, and evaluations while taking in multiple perspectives;
- (3) Overall sensitivity, critical thinking skills to address ethical situations especially in regards to diverse populations, and attention to strengths, larger systems and empowerment; and
- (4) Writing skills, APA

Direct Practice Paper

This paper should reflect the student's ability to assess and design an intervention plan from material presented. The student should provide the following:

(a) Brief description and summary of an individual and/or family that you have interviewed or worked with in their field placement. This should include basic demographic information; the motivation of the individual; a recovery-oriented strengths assessment; relevant interpersonal concerns; other relevant larger system influences including sources of stress and support (a genogram or Ecomap *if desired*) and a summary of the individual's or families strengths that discussions how these strengths will enhance the therapeutic process.

(b) Include discussions on:

- 1) Define the strengths, diversity, and the concerns that has lead the individual or family to visit with you using a Meta-level theory and a theoretical method, what other perspectives did you take in making this decision to the theoretical methods and be sure to include the individual's/families perspective and the ethical situations.
- 2) Define how this case broaden your cultural understanding
- 3) Discuss the intervention plan and the selected specific techniques consistent with the theoretical perspective and how they were applied. Discuss the rationale for your selection.
- 4) Describe ways that you would evaluate the effectiveness of your intervention strategy and your effectiveness as a therapist.
- 5) Discuss the ethical issues of the case and the challenges that might have been encountered with any unintended negative consequences.
- 6) Discuss at least 2-3 preventative interventions for follow-up care

Papers should be double spaced, 12-pt. font, and should follow the APA style writing and format. The length of this paper should be 10-12 pages of content and reference page is additional. Papers turned in late will be downgraded unless permission to extend the deadline has been granted by the instructor prior to the due date. A grading rubric will be provided.

SWRK 642 – Role Play

This exercise will involve a videotaped role-play of client session in which the student will play the social worker. A case vignette will be reviewed in class prior to the role-play to identify key issues and recommended approaches to working with the client. The student will then role-play a session with the “client” and receive feedback from classmates about the process observed. The student will receive a videotape of the session to review prior to writing the reflection paper.

A handout will be provided on the paper requirements prior to this exercise. Papers turned in late will be downgraded unless permission to extend the deadline has been granted by the instructor prior to the due date.

SWRK 642 – In-Class Writing Assignment

Two brief writing assignments will be done in class, providing students with an opportunity to demonstrate their understanding of an article assigned for reading that week.

SWRK 643 – Assessment Paper

This paper should begin with a description of a client for whom a DSM diagnosis is being considered. Disguise of personal, identifying information should be used in order to protect client confidentiality. The description should include the following elements, each of which is crucial:

1. The presenting symptoms and signs.
2. Symptoms and signs not present which will help with the differential diagnosis
3. A description of the client’s current biopsychosocial situation especially any current stressors.
4. An abbreviated social history that includes mention of relevant historical information such as abuse during childhood, traumatic events, and dominant interpersonal styles of the client and important others.
5. Cultural background and any features thereof relevant to differential diagnosis and assessment.
6. Discuss the uncertainties of DSM diagnosis and the possible consequences and ethical issues, positive and negative, of making specific diagnoses.
7. DSM diagnoses appropriate to the clinical data.
8. Differential diagnosis
9. The impact of the client’s difficulties on important others and their impact on the client.

SWRK 644 – Progressive Paper

Human Services Organizational Analysis Part I (25pts)

Students work on an organizational analysis that

- a) describes the agency and its strengths as well as challenges
- b) recommends a change based upon the analysis and

In the Part I of the assignment the students prepare a 6-8 page paper.

Items to Consider:

- Description & Mission Statement/Goals
- Org Chart and organizational structure
- Management Plan
- Task environment & adaptation strategies
- Internal and external influences

Human Services Organizational Analysis Part II (20pts)

Students continue work on an organizational analysis that revises a and b from the first assignment, and adds part c:

- a) describes the agency and its strengths as well as challenges
- b) recommends a change based upon the analysis and
- c) suggests a change strategy (bottom up or top down) to realize that change.

In the Part II of the assignment the students prepares a 10-12 page paper Additional guidelines provide by instructor.

SWRK 648 – Self-Assessment

Instructions:

This is a self-assessment completed by the student summarizing their practicum learning experiences and progress toward attaining their learning goals and objectives. The strength of the self-assessment directly reflects the time and consideration the student contributes to this process. The faculty field liaison ensures that a signed original is placed in the student's permanent file in the CSU, Chico, School of Social Work office.

1. Provide an overview of your practicum learning experiences and a narrative describing the learning gains you made this semester. Include in your response a detailed list of activities, clients served or other outcomes summarizing your direct and indirect practice experience.
2. Identify any barriers or challenges you faced in striving toward your goals and objectives.
3. Describe the knowledge, skills and values you learned in your practicum, providing examples illustrating the progress you made in your development as a social worker.
4. Discuss 3-5 learning goals you plan to address in your next field placement.

5. Identify the steps you are taking to address termination with your clients and agency colleagues. Describe your role in facilitating this transition.
6. Comment on the nature and quality of your interactions with your agency field instructor, agency staff, as well as your collaboration with other agencies and community members.
7. From your supervision experience this semester, discuss 3-5 insights you've gained regarding your strengths and areas for growth as a social worker.
8. Include the steps you plan to take to address these areas in the near future (next term, next year, or following graduation).
9. Additional Comments

SWRK 652 – Supervisory Interview

This assignment will be based on an interview you conduct with your agency field instructor or another MSW supervisor at your agency, regarding their supervisory style. Each student will complete a paper (4-5 pages of content) that summarizes the content of the interview and incorporates concepts from reading assignments. A minimum of three references will be cited. The paper should address the following topics:

1. An analysis of the supervisor's approach to supervision based on handouts provided in class that outline supervision styles and sub-styles, as well as any specific supervisory approach they may use (solution-focused, strengths-based, cognitive-behavioral, etc.).
2. A summary of the supervisor's view of the role of feedback in supervision, how the supervisor provides feedback, methods used (i.e. written, verbal, formal, informal, etc.) frequency, and whether or not he or she solicits feedback from their supervisee's regarding the supervisory experience.
3. An analysis of the ways in which your learning style compliments or contrasts with your supervisor's approach to supervision, including the benefits and challenges of the relationship.
4. Identify the skills and/or supervisory approach you might adopt as you transition from supervisee to supervisor and your thoughts about how this approach will benefit your supervisees.
5. Your conclusion should include your thoughts on the benefits of supervision, current practices with regard to supervision and how you will integrate supervision into your own professional development.

SWRK 654 and 655 –Testimony Presentation

Prepare and present testimony summarizing your findings. Each student will provide testimony to the class concerning her/his selected topic for the Policy Impact Analysis Assignment. Each student will provide testimony of no more than three minutes.

SWRK 654 and 655 – Policy Analysis Paper

Section 1 - The Policy

Begin by briefly describing the policy that you will analyze. What is the problem the policy aims to address? What are the conflicting social values and beliefs of those who believe this is a problem and those who think it is not a problem? Is one side or the other better supported by social work values and ethics?

Section 2 – Analysis

Consider the following question for your analysis:

- What are the stated or overt objectives of the policy? What do you think might be any unstated or covert objectives of the policy?
- Who is the direct target of this policy, meaning who will it most affect? Do members of the direct target population come from any specific demographic groups (for example racial, ethnic, gender, age, class, ability, sexual orientation, gender identity groups)? Will this policy help people from some groups while it hurts people from other groups? Who are the indirect targets of the policy?

Who supports and who opposes the policy?

What are possible unintended consequences of the policy? Can you think of things that might happen because of this policy that were not what lawmakers intended?

Will there be any changes in the distribution of material resources, services and/or rights as a result of this policy for either the direct or indirect target groups?

Section 3 – Core Principles

Considering the Core Principles, which are reflected in this policy and which are not? How might the policy be changed or adapted to include more of the core principles. Finally, consider what opportunities or barriers this policy creates for your County Plan.

Policy Presentation & Fact Sheet (10 points) *Individual Assignment*

On the day that your mock Statewide County Directors Association group presents, you will have 5 minutes to share with the class the results of your policy analysis. You should briefly cover each section including an overview of the policy, your analysis and your assessment of the core principles as they exist or are absent from existing policy. Accompanying your presentation should be a one-page fact sheet highlighting the important elements of the policy. This fact sheet may include pictures, bullet points and other graphics so that it is concise and easily read and understood.

Policy Presentation & Fact Sheet (10 points) *Individual Assignment*

On the day that your mock Statewide County Directors Association group presents, you will have 5 minutes to share with the class the results of your policy analysis. You should briefly cover each section including an overview of the policy, your analysis and

your assessment of the core principles as they exist or are absent from existing policy. Accompanying your presentation should be a one-page fact sheet highlighting the important elements of the policy. This fact sheet may include pictures, bullet points and other graphics so that it is concise and easily read and understood.

County Plan Final Project (60 Points) *County Group Assignment*

Students will each be a part of a County group representing four counties in the Superior Region: Shasta, Butte, Lassen & Modoc. Each student will play the role of one of the county department directors: Director of Social Services (including Child Welfare), Behavioral Health Director, County Sheriff, County Medical Director, and Superintendent of Education (if needed). At times, the county directors will be working together in their mock Statewide County Directors Association groups, i.e., County Medical Directors. Students may self-select which role they play. Students focused on mental health and child welfare should be encouraged to play those roles.

County Plan Final Project (60 Points) *County Group Assignment*

Students will each be a part of a County group representing four counties in the Superior Region: Shasta, Butte, Lassen & Modoc. Each student will play the role of one of the county department directors: Director of Social Services (including Child Welfare), Behavioral Health Director, County Sheriff / Law Enforcement, County Medical Director, and Superintendent of Education (if needed). At times, the county directors will be working together in their mock Statewide County Directors Association groups, i.e., County Medical Directors. Students may self-select which role they play. Students focused on behavioral health and child welfare should be encouraged to play those roles.

Goal

The goal of the County Plan is to create a comprehensive, community-informed system of care to meet the needs of the most vulnerable families and individuals in your county that reflect both social work values and the guiding principles.

Task 1: What are the demographics of your county including geography, population, race/ethnicity, median income and economic conditions? What is the county budget by department? What are the unique challenges and opportunities for your county in meeting the needs of its residents?

*Each group will present to the class for no longer than 10 minutes.
Due: Session 4*

Task 2: Working with your Statewide County Directors Association groups, consider the key existing policies that govern the work of your Department. What are the strengths and weaknesses of existing policies? What other policies are influencing the work of your department?

In-class exercise Session 4. There is no written/oral work due for this task.

Key Policies

Social Services	<ul style="list-style-type: none"> • IV-B Child Welfare Services and Promoting Safe and Stable Families (formerly known as Family Preservation)
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	<ul style="list-style-type: none"> • Continuum of Care Reform (California, SB 1013) • Title IV-E Adoption Assistance Program • Title IV-E Chafee Foster Care Independence Program • Social Services Block Grant (SSBG)
Behavioral Health	<ul style="list-style-type: none"> • Behavioral Health Services Act (MHSA) (California) • Behavioral Health Parity (Federal) • Laura’s Law (California) – (AOT) • Lanterman Petris Short Act (California)
Sheriff / Law Enforcement	<ul style="list-style-type: none"> • Public Safety Realignment AB 109 • Community Oriented Policing (COPS, Federal) • Juvenile Justice & Delinquency Prevention Act of 2002 (federal) • The Racial & Identity Profiling Act 2015 (California, AB 953) • Behaviorally Ill Offender Crime Reduction (MIOCR)
Public Health	<ul style="list-style-type: none"> • Patient Protection & Affordable Care Act (Federal) • Health Insurance Portability and Accountability Act of 1996 • Health Care Coverage: Immigration Status • Homeless Emergency Assistance and Rapid Transition to Housing Act (HEARTH) • Health Information Technology for Economic and Clinical Health (HITECH) Act
Education	<ul style="list-style-type: none"> • Americans with Disabilities Act • Individuals with Disabilities Education Act (IDEA) • Every Student Succeeds Act (ESSA) (federal, 2015) • Special Education Transition (California AB 114) • Specialized Foster Youth Services (California, AB 654)

Task 3: Policy Analysis. Considering the Key Policies in your area, each Director will choose one with which to conduct a policy analysis and presentation for the class.

Each student will prepare a 5 minute presentation on their policy.

Due: Sessions 7-11

Director of Social Services	Session 6
County Medical Director	Session 7
Behavioral Health Director	Session 8
County Sheriff / Law Enforcement	Session 9
Superintendent of Education	Session 10

Task 4: Based on what you know of the existing policies in each area and the ideas for collaboration and alternatives, work with your County Group to design a comprehensive, community-informed system of care to better meet the needs of the most vulnerable

families and individuals in your county. What other departments, services, stakeholders will you need to bring to the table?

Here is where you will draft your final county plan. A draft is due to your instructor – for review only, no grade.

Due: Session 10

Task 5: What policies on the federal, state and local level will need to be introduced or amended so that your plan works?

Here is where you will think about the change process.

Task 6: How will you garner the support of the community and public officials so that there is the political will to create the change you propose? What is your Model for Change? What other departments or community members need to be involved?

Here is where you will develop your model for change.

Your final plan must address the following core principles:

- Family focused
- Culturally informed
- Community-based
- Comprehensive, integrated and coordinated
- Client centered
- A central component on prevention and early intervention
- Seamless delivery system, no wrong door

Task 7: Develop your Final County Plan. Your Final County Plan should be a collaboratively written 14-18 page document in APA format and will have five main components:

- Executive Summary - this will be an overview of the plan. A flow chart is suggested for demonstrating how families move through the system regardless of what door they enter.
- Core Principles - your plan must outline how it meets each of the core principles. You may include additional core principle that will guide your work.
- Logic Model / Theory for Change - explain how you will garner the support of the community and public officials so that there is the political will to create the change you propose. Include your strategy for implementing your model for change.
- Implementation – Using the case example provided, explain how the family will move successfully through your system of care.
- Challenges & Opportunities - What challenges and opportunities do see influencing your work of implementing your proposed plan?

SWRK 653 - Program Evaluation Plan and Report

Length: Paper 20 pages maximum

The final report is a refinement of the evaluation research proposal (per the instructor's review and comments) with presentation of results, discussion of implications for the findings for advanced generalist social work practice, policy, and research.

Students may want to utilize the **CHECKLIST FOR WRITING AND ASSESSING EVALUATION REPORTS** (Royse, p. 388), and other supportive information provided in Royse Chapter 15.

I. Introduction/Executive Summary:

Problem and needs statement

II. Literature review

III. Methods:

Research design

Sampling

Measuring instrumentation

Data collection method

Data analysis method

IV. Timeline for the proposed program evaluation research activities

V. Appendices:

Measuring Instruments (guiding questions or survey instrument)

Copy of **Human Subjects in Research Clearance Form***

Informed Consent Form

***Through instructor's submission**, students complete and submit all required forms to the Campus Institutional Review Board (IRB) in the Office of Graduate and International Programs where applicable.

The final report should also include references, appendices (i.e., letters of informed consent form, IRB application, data collection instruments, code book, samples of data analysis, as applicable).

SWRK 658 – Case Presentation

Review for the class the name of the agency in which you are placed, the target population, services provided by the agency and the intervention approaches used by the agency service providers. Please ensure that the information you provide in the case presentation protects the confidentiality of the client.

1. Provide a brief description of the client system (individual, family, group, community, organization)
2. Provide an overview of the presenting issue (why the client/consumer was referred to your agency).

3. Identify the goals that have been established for the work you are doing with the client/consumer or client system, your role in working with the client/consumer, and how you plan to evaluate your work.
4. Describe the theoretical approach or perspective that the field agency subscribes to and how this approach impacts the development of the goals and interventions selected (Examples of theoretical approach might be systems, social learning, developmental. Example of perspective might be strengths-based, feminist, eco-systems)
5. What knowledge are you using to inform your work with this client/consumer/client-system? (Example: developmental, family systems, group behavior, addictions, risk assessment, etc. in other words how are you connecting theory to practice)
6. Discuss the strengths and barriers you have identified in the client/consumer or client system.
7. Discuss what you have done to this point to assist the client/consumer or client system and what has worked.
8. Are there any issues of diversity that were important for you to be aware of and how have you dealt with these?
9. What challenges have you faced working with this client/consumer or client-system. Formulate two questions you would like help with from your peers in regards to these challenges?
10. Summarize the feedback received from your colleagues at the end of your presentation and identify at least once suggestion that you will make a plan to implement during your next interaction.

Grading Rubric Example

Rubric for Scoring 610 Community Project Report

Use the attached form to rate each student (individual students are listed down the left side of the form) on the scale below. So while you are grading the assignment, give each student a 1-5 rating on each of the practice behaviors listed below.

- 1 - Unacceptable:** Student shows little evidence of understanding the concept and/or demonstration of skill development.
- 2 - Beginning Skill Development:** Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.
- 3 - Progressing in Demonstration:** Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.
- 4 - Consistent Demonstration of Skill Development:** Student understands the concept and demonstrates the skill with consistency.
- 5 - Exceptional Demonstration of Skill Development:** The skill is an integrated

part of the student's stance and style. Student exhibits independence, creativity and flexibility in use of the skills.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

B. collaborate with colleagues and clients for effective policy action

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

A. Engagement

1. Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

A. Engagement

3. Social workers develop a mutually agreed-on focus of work and desired outcomes

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

B. Assessment

3. Social workers develop mutually agreed-on intervention goals and objectives

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

B. Assessment

4. Social workers select appropriate intervention strategies

610 Community Intervention Paper

Scale 1-5 5=Best	8B	10A1	10A3	10B3	10B4
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