Advanced Community Practice II   **Spring 2025**
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COURSE DESCRIPTION

Advanced Community Practice II builds on the knowledge gained by students in Advanced Community Practice. Students learn specific techniques to create social change within macro and community settings, use their research skills to develop evaluation plans, and deepen their termination skills with a focus in macro settings.

This second-semester advanced concentration course offers students the opportunity to learn specific intervention methods and tactics that contribute to achieving macro practice outcomes. Students learn to sustain growth in formal and informal community social work tactical relationships to achieve practice goals, objectives, and strategies. Students learn to build self-confidence utilizing these concepts in the practice classroom and in practicum.

The course is integrated with practicum learning through on-line and in-class activities. Students will be placed in a variety of community settings with differing populations and will bring those experiences into their classroom discussions and coursework.

SOCIAL WORK COMPETENCIES

This course will help students achieve the following competencies:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:
   a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
   b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:
   a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
   b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:
   a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
   b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and

communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:
a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:
a. select and use culturally responsive methods for evaluation of outcomes; and
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address: https://yeshiva.tk20.com/campustoolshighered/start.do

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: https://www.yu.edu/wurzweiler/msw/assessment

LEARNING OBJECTIVES

At the end of the semester, students who successfully complete this course will be able to:

1. Deploy a range of social work skills to engage individuals, organizations, and communities in community practice;
2. Apply social work skills to advance human rights and social, racial, economic, and environmental justice
3. Use oral and written communication skills to advance community change efforts;
4. Design a strategy to identify key decision-makers in creating social change;
5. Plan and implement appropriate tactics to create community change;
6. Develop plans to access and use financial resources in community practice; and
7. Appropriately use evaluation and termination in community practice.

INSTRUCTIONAL METHODS

Class sessions include lectures (using the delivery method appropriate to the course) that follow the progression of the course outline. Discussions focus on lecture content, reading assignments, current events relevant to community practice and student experiences. A variety of techniques, including group exercises, audio-visual presentations and guest speakers may be used. Students in this class in any format (asynchronously, synchronously online via Zoom, or in person) will participate in online discussions in Canvas in order to meet the required contact hours for the course.

Students are expected to complete all assigned readings on time, attend class in person or complete lecture modules online, and participate knowledgeably in class discussions.

COURSE EXPECTATIONS AND GRADING

Students are expected to complete the assignments described below. Rubrics are provided for class engagement and written assignments, and more detail about all assignments can be found in Canvas.

Each assignment will be due as described below. More details can be found in Canvas.

Assignment	Session Due	Value
Class Engagement—in class	1-14	140 (10 points per week)
Class Engagement—online discussions	1-8 (Feb 2-March 28)	70 (10 points each)
Capstone Topic Proposal	3 (Feb 10)	70
Community Intervention Plan Final Report	8 (March 17)	250
Capstone First Draft	10 (March 31)	100
Capstone Final Paper	13 (April 28)	370

Total		1,000

Final Grading Scale:
A= 94-100   A-= 90-93   B+= 87-89   B= 83-86   B-=80-82   C+= 75-79   C=70-74 F<70

Course Assignments

Class Engagement
Class participation includes active participation during class time for students who are taking class in person or synchronously via zoom, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in addition to class time). To make the most of this time, students should expect to complete all reading in advance of the class period, and to come to class prepared to ask questions, help other students with challenges, and discuss that week's topic. Please consult the class engagement rubric at the end of this syllabus for more information.

Community Intervention Plan
Last semester, students developed a plan for intervention within a community. This semester they will continue that plan through a discussion of community change targets and tactics and connection to human rights. This assignment serves as the midterm assignment for the semester. Please consult the description and written assignment rubric at the end of this syllabus for more information.

Capstone
All advanced practice MSW students at WSSW complete a capstone assignment. The details are provided within Canvas. This assignment will include a topic proposal, an outline or first draft, and the final capstone assignment. Please consult the capstone rubric at the end of this syllabus for more information.

COURSE REQUIREMENTS

Texts for the Course

Required:

Lane, S.R. & Pritzker, S. (2018). *Political social work: Using power to create social change.*
    Springer International.

National Association of Social Workers. (2021). *Code of Ethics.*
    https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
    Note: You do not need to purchase this. You can read it free of charge on NASW's
    website.

Recommended:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Other required readings are available as electronic reserve articles from the YU Library or via Canvas. Students are expected to complete all assigned readings on time.

EVALUATION

Students are provided the opportunity to evaluate courses. An evaluation form pertaining to the course and instructor will be available on-line. There will also be oral discussion of students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty, and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.
More information: **http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/**

Student Responsibilities

- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.
- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.
- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Getting Started

Students in Yeshiva University who wish to receive accommodations must self-disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an Intake form.
- Gather and submit current documentation of your disability.

- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our Disability Documentation Guidelines and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professor
- If you have any questions regarding Disability Services, please call: **646-592-4280**
- **Accommodation letters must be submitted to your professors as soon as they are received**.

<u>E-RESERVES</u>

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is **http://yulib002.mc.yu.edu:2262/er.php.** Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS
1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS
1. If you wish to access e-reserves from the library home page (**library.yu.edu**),
2. Use "wurzweiler" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: **gross@yu.edu** or ereserves@yu.edu.

FROM OFF-CAMPUS
1. Go to the library's online resources page:
   http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your **Off Campus Access Service login** and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: **gross@yu.edu** or ereserves@yu.edu.
5.

USING E-RESERVES
1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.

3.   When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at **www.adobe.com/products/acrobat/readstep2.html**

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will impose sanctions to acts of *plagiarism*. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is NOT *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically FAIL the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker   www.plagium.com/
www.dustball.com/cs/plagiarism.checker   www.plagscan.com/seesources/
www.plagtracker.com   www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

*   Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found **here**.

- Drug-Free University Policy can be found **here**.
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found **here**.
- The University's Computer Guidelines can be found **here**.

Incomplete Policy

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

 If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

COURSE OUTLINE Spring 2025

Unit 1: Written Communication (Week 1)
Learning Objectives:
- Discuss methods of written communication in community practice
- Identify resources for professional writing
- Consider whether "professional writing" is a social justice issue

Readings for Week 1:
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. Introduction: https://apastyle.apa.org/products/publication-manual-7th-edition-introduction.pdf
Gherardi, S., Gurrola, M., & Tafoya, J. (2022). Student writing and social justice education: lessons from one BSW writing workshop. *Social Work Education*, *41*(3), 354-369. https://doi.org/10.1080/02615479.2020.1841153

Other readings as assigned on Canvas.

Unit 2: Power and Structural Oppression (Week 2-3)

Learning Objectives:
- Understand power and its uses within community practice
- Critique empowerment as a social work tool
- Assess power dynamics within communities and other systems
- Discuss manifestations of structural oppression
- Manage conflict with community partners and other stakeholders
- Discuss challenges and advantages of working within coalitions
- Address human rights within community practice

Readings for Week 2:
Lane & Pritzker, Chapter 4: Power, Empowerment, and Conflict

Readings for Week 3:
Mapp, S., McPherson, J., Androff, D., & Gatenio Gabel, S. (2019). Social work is a human rights profession. *Social Work*, *64*(3), 259-269. https://doi.org/10.1093/sw/swz023

United Nations. (1948). *Universal Declaration of Human Rights*. https://www.un.org/en/about-us/universal-declaration-of-human-rights

Unit 3: Selecting Community Practice Targets and Tactics (Week 4-5)

Learning Objectives:
- Refine ability to identify key players and stakeholders in community practice

- Analyze and prioritize tactics to create community change
- Assess ethical challenges of tactics used in community practice
- Choose advocacy targets and tactics for existing goals
- Consider running for office

Readings for Week 4:
Lane & Pritzker, Chapter 6—Planning the Political Intervention: Advocacy Campaigns (pp. 170-end)

Readings for Week 5:
Lane & Pritzker, Chapter 7—Planning the Political Intervention: Electoral Campaigns (pp. 210-end)

One of the following:
Binder, N., & Weiss-Gal, I. (2022). Social workers as local politicians in Israel. *The British Journal of Social Work*, *52*(5), 2797-2813.
Kindler, T. & Amann, K. (2022). Strategies of social workers' policy engagement—A qualitative analysis among Swiss social workers holding elected office. *Journal of Policy Practice and Research, 3*, 302-315.
McLaughlin, A. M., Rothery, M., & Kuiken, J. (2019). Pathways to political engagement: Interviews with social workers in elected office. *Canadian Social Work Review, 36*(1), 25-44. https://doi.org/10.7202/1064659ar
Pence, E. K., & Kaiser, M. L. (2023). Elected office as a social work career trajectory: insights from political social workers. *Journal of Social Work Education, 59*(2), 438-452. https://doi.org/10.1080/10437797.2021.2019639

Unit 4: Community Practice Skills and Strategies (Week 6-9)

Learning Objectives:
- Develop a toolbox of communication skills for community practice, such as delivering testimony, writing letters to the editor, creating social media campaigns, dealing with the media, creating infographics, and story telling
- Consider the relative uses and challenges of case advocacy, cause advocacy, and protest
- Investigate the basic tools of grassroots organizing

Readings for Week 6:
Lane & Pritzker, Chapter 9—Persuasive Political Communication

Readings for Week 7:

One of the following articles:

Brock-Petroshius, K. (2024). Race talk to change carceral attitudes: A field experiment on deep canvass organizing. *Social Service Review*, *98*(4), 585-623. https://doi.org/10.1086/732823
Brock-Petroshius, K. & Gilens, M. (2024). Race-and class-based messaging and anti-carceral

policy support. *SSRN.* https://dx.doi.org/10.2139/ssrn.5005994

Brock-Petroshius, K. (2023). Dangerous, deserving, or harmed: Understanding the formation of anti-carceral policy attitudes among urban, liberal voters. *Journal of Policy Practice and Research*, *4*(4), 324-348. https://doi.org/10.1007/s42972-023-00093-6

Brock-Petroshius, K., & Wray-Lake, L. (2022). Organizing through stories: the role of emotions in increasing support for decarceration. *Journal of Community Practice, 30*(1), 84-104. https://doi.org/10.1080/10705422.2022.2033376

Readings for Week 8:

No reading--focus on completing the Community Intervention Plan Final Report

Readings for Week 9:

One of the following articles:

Atteberry-Ash, B., Swank, E., & Williams, J. R. (2022). Sexual identities and political protesting among social work students. *Journal of Policy Practice and Research*, 1-19. https://doi.org/10.1007/s42972-022-00070-5

Kleinkauf, C. (1981). A guide to giving legislative testimony. *Social Work, 26*(4), 297-303. https://www.jstor.org/stable/23713332

Mundt, M., Ross, K., & Burnett, C. M. (2018). Scaling social movements through social media: The case of Black Lives Matter. *Social Media+ Society*, *4*(4), 1-14. https://doi.org/10.1177/2056305118807911

Sahakians, S. (n.d.). 12 tools to create an infographic in 30 minutes (design skills or not). *Buffer.* https://buffer.com/library/infographic-makers/

Unit 5: Raising and Spending Money (Week 10-11)

Learning Objectives:
- Discuss sources of revenue for community practice
- Assess the relative challenges and benefits of raising money from the available sources
- Apply social work skills to the process of raising resources
- Discuss the ethical issues inherent in budgeting within community practice
- Apply social work skills to the process of spending and accounting for resources

Readings for Week 10:
Lane & Pritzker, Chapter 11: Understanding and Raising Resources

Readings for Week 11:
Lane & Pritzker, Chapter 12: Budgeting and Allocating Resources

Unit 6: Community Practice Careers, Evaluation, and Termination (Week 12-14)

Learning Objectives:

- Discuss best practices in termination for community practice
- Use the classroom as a model for termination within community practice
- Determine methods of evaluation that are practical within community agencies
- Consider the benefits and challenges of available community practice careers
- Celebrate graduation!

Readings for Week 12:
Lane & Pritzker, Chapter 13: Evaluating Political Social Work Efforts

Readings for Week 13:
Lane & Pritzker, Chapter 15: Political Social Work Careers and Leadership: From Jane Addams to You!

Jackson, S. (n.d.). Macro social work career resource guide. *Special Commission to Advance Macro Practice.* https://sites.google.com/view/macrosocialworkcareerresources/home

Readings for Week 14:
Harrigan, M. P., Fauri, D. P., & Netting, F. E. (1998). Termination: Extending the concept for macro social work practice. *Journal of Sociology & Social Welfare*, *25*, 61-80. https://scholarworks.wmich.edu/jssw/vol25/iss4/5

ASSIGNMENT DETAILS

Community Intervention Plan
Last semester, you developed a plan for intervention within a community. This semester you
will continue that plan through a discussion of community change targets and tactics. This
assignment serves as the midterm assignment for the semester. Please consult the written
assignment rubric before submitting your assignment.

Using the steps outlined in Chapter 5 of the text, revisit the community practice project you
began last semester. As a reminder, this is a project that helps to change something at the
community level. It could be an effort to change policy, get client feedback to the agency,
change agency policy, raise awareness of an issue, etc. Readings for this semester and chapters
5-9 of the textbook should be a helpful resource for this assignment.

Section 1, Purpose and Goals (1-2 pages):
This section describes the overall purpose and goals of your project. Revising or adding to what
you wrote last semester, describe 1) the specific purpose of the change effort and 2) the long-
term, intermediate, and short-term goals of the change effort. The goals listed should be
SMART goals. Consider how you will know whether your plan was successful.

Section 2, Human Rights (1-2 pages):
Last semester, you connected your community intervention plan to social work values and ethics.
This semester, you will connect it to human rights. Read through the Universal Declaration of
Human Rights and related reading in unit 2 and choose at least one of the articles in the
Declaration that connects to your plan's overall purpose. Describe the connection between the
plan and that particular human right.

Section 3, Targets and Tactics (3-5 pages):
This section describes the process you would use to implement your project. First, describe a
minimum of 5 key players who can make this change happen OR can help you access the people
who can make this change happen. Include detail about who the players are, what types of
formal or informal power they have, and potential ways to access them to influence
them. Second, describe a minimum of four tactics you would use to create your change. The
tactics should come from more than one category as described in chapter 6 (collaborative tactics,
public education tactics, grassroots tactics, persuasive tactics, electoral tactics, litigation tactics,
and demonstrative tactics). For each tactic, discuss the pros and cons to using that tactic, the
target it would be used to influence, and how you would go about using it.

Section 3, Skill Development (1 page)
In this final section, outline any additional skills you want to develop in order to be able to
implement this plan.

The assignment should include an APA style title page and a reference page in addition to 6-10
pages of APA-formatted text. Where appropriate, feel free to use first person in your
writing. You are welcome to send an outline or draft to Dr. Lane in advance for feedback or
assistance.

Capstone Paper Assignment

In the second semester of advanced practice, as students approach graduation, all WSSW students must complete a Capstone Paper. This paper is required for all students for continuity across programs. This paper represents the culminating assignment for the Social Work Program. It requires students to complete an individual paper with an emphasis on integrating their knowledge of all key areas of the MSW curriculum: HBSE, Cultural Diversity, Values & Ethics, Policy, Research and Practice with client systems.

In this paper the students identify a social problem experienced by a client, group or community and explain how policy, cultural diversity, HBSE, ethics, research, and practice knowledge would inform your assessment and intervention with this problem. Each student will be able to demonstrate their critical reflection and integration of MSW core practice competencies (6A, 6B, 7A, 7B, 8A, 8B, 9A & 9B) as related to a particular social issue.

This approximately 10-12-page final paper should address a social problem experienced by a client, group or community and explain how policy, cultural diversity, HBSE, values/ethics, research, and practice knowledge would inform your assessment and intervention with this problem. In this way, each student will be able to demonstrate their critical reflection and integration of MSW core competencies around a particular social issue. Separately, students will also include a reflection on their Practicum Education experience. This reflection may relate to their overall topic but is not required to.

Students have discretion over their choice of topic. Examples can be wide-ranging*:
- Mental health issues in a client, group or particular community
- Trauma in an individual, group or community
- Policy and program evaluation in an area of social work
- Substance abuse, gerontology, LGBTQIA+ issues
- Systemic racism impacting a client, group or larger cohort

*Your selected topic should be approved by your practice professor to ensure appropriateness. Additionally, your professor may ask for an outline and preliminary draft prior to the Capstone due date. **This will serve as the final Advanced Practice paper.**

Outline for the Capstone Paper
Title page
Please follow APA style when constructing the title page (i.e., title, your name and affiliation, running head and page number).

Abstract
Present a succinct summary (150 words or less) of your Capstone paper

Body of Paper
   1. **Introduction (1 paragraph)**
Identify the way in which you will organize and explicate this topic in your paper
   2. **Literature review (6-8 pages)**

The literature review for your study should include a minimum of 8 primary sources that are related to your chosen topic. The majority of these sources should come from peer-reviewed journals. Using these sources, identify and provide the historical and current context of your chosen topic. Your sources will show who has studied this topic and from how many different points of view.

Explore all of the following areas in your literature review
- Research
- Policy
- Values and Ethics
- Cultural Diversity
- HBSE (theoretical) framework
- Practice frameworks/interventions

3. Integration of Practicum Education Learning (2-3 pages)

Analyze a case example from your practicum placement. This can be at any level, including an individual client, group, or community). Describe how the different areas of your MSW education (HBSE, Cultural Diversity, Values & Ethics, Policy, Research and Practice with client systems) informed your understanding of this case and topic.

4. Discussion (1-2 pages)

Answer the following questions in paragraph form:
- How has this paper deepened your understanding of this topic?
- Looking back on your MSW education, what shifts do you detect in yourself, and your approach as a professional MSW?

5. Conclusion (1 page)

Summarize the key findings and conceptual takeaways of your capstone paper.

References

Notes:

The Capstone is a scholarly paper written in the American Psychological Association (APA) style. This final capstone paper should contain correct spelling and grammar; have a clear beginning, middle, and end and each new topic should have appropriate headings. Any statements of facts or material used for this paper must be APA referenced (7th edition), including an in-text citation and an APA style reference list.

CLASS ENGAGEMENT RUBRIC

	Advanced Competence (A= 94-100; A- = 90-93)	*High Competence* (B+ = 87-89; B= 83-86)	*Fair Competence* (B-=80-82; C+ = 75-79)	*Pre- Competence* (C=70-74 F<74)
Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways.	Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways.	Attends class regularly but *never contributes* to the discussion in the aforementioned ways.
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed.	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed.	Late to class semi-frequently; misses deadlines.	Late to class frequently misses deadlines
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor.	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment	Recurring concerning comportment issues behaves in ways that are not always respectful of peers, and the learning environment	Consistent comportment concerns; is often disrespectful to peers and the learning environment

WRITTEN ASSIGNMENT RUBRIC

	Advanced Competence (A= 94-100; A- = 90-93)	*High Competence (B+ = 87-89; B= 83-86)*	*Fair Competence (B-=80-82; C+ = 75-79)*	*Pre- Competence (C=70-74 F<74)*
Intro & conclusion	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro clearly identifies the central theme and provides a good organizational structure. The conclusion synthesizes key points.	The intro identifies the central theme though not sufficiently and does not guide the reader into the paper. The conclusion restates the same points as the intro paragraph without reframing.	The intro does not have a discernable theme and does not guide the reader into the body of the paper. The conclusion is missing, or restates the intro paragraph verbatim.
Content & depth of analysis	Paper goes beyond the assignment exploring the topic with depth. Paper shows a strong grasp of social work principles; with clear integration of theory and practice.	Paper fully meets the parameters of the assignment but does not exceed them. Paper demonstrates a good integration of theory and practice but with some awkwardness.	Paper does not address some aspects of the assignment; and/or demonstrates a somewhat shaky grasp of social work principles.	Paper does not address the assignment, and demonstrates a very basic understanding of social work principles.
Integration of class discussions and course readings	Paper evidences course readings & discussions. Demonstrating a firm understanding of course content and readings.	Paper shows some evidence of course readings and discussions.	Paper shows some evidence of course readings and discussions though not clearly; with minor inaccuracies.	Paper misrepresents class discussions and readings.
Literature	Literature supporting central points is detailed and well-chosen. The discussion and literature are integrated with	Literature supporting central points is well chosen, but somewhat weak. The discussion and literature	There are minimal citations and the literature chosen is not particularly relevant. There is little connection between the	There are few citations and the literature chosen is not relevant to the discussion.

	some opposing views considered.	articulate opposing viewpoints.	discussion and the literature.	
Organization & Clarity	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.
Mechanics	Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.	Minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.	Paper is sloppy. Quotes are frequently not attributed or improperly cited.

CAPSTONE ASSIGNMENT RUBRIC

	Advanced Competence (A= 94-100; A- = 90-93)	*High Competence (B+ = 87-89; B= 83-86)*	*Fair Competence (B-=80-82; C+ = 75-79)*	*Pre- Competence (C=70-74 F<74)*
Abstract	This abstract presents a clear and concise summary of the paper.	This abstract clearly identifies the central theme and provides a good summary of the paper.	The abstract identifies the central theme though not sufficiently.	The abstract does not have a discernable theme and does not summarize the paper.
Intro & conclusion	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion	The intro clearly identifies the central theme and provides a good organizational structure. The conclusion	The intro identifies the central theme though not sufficiently and does not guide the reader into the paper. The	The intro does not have a discernable theme and does not guide the reader into the body of the paper. The conclusion is missing, or restates the intro paragraph verbatim.

	synthesizes key points suggesting perspectives relevant to the theme.	synthesizes key points.	conclusion restates the same points as the intro paragraph without reframing.	
Literature Review	Literature supporting central points is detailed and well-chosen. The discussion and literature are integrated with some opposing views considered.	Literature supporting central points is well chosen, but somewhat weak. The discussion and literature articulate opposing viewpoints.	There are minimal citations and the literature chosen is not particularly relevant. There is little connection between the discussion and the literature.	There are few citations and the literature chosen is not relevant to the discussion
Integration of Practicum Education Learning	Paper goes beyond the assignment exploring the topic with depth. The paper included a strong case example that integrated the different areas of the MSW education.	Paper fully meets the parameters of the assignment but does not exceed them. Paper included a good case example and integrated some of the different areas of the MSW education.	Paper does not address some aspects of the assignment.	Paper does not address the assignment, and demonstrates a very basic understanding of social work principles.
Content & depth of analysis	Paper goes beyond the assignment exploring the topic with depth. Paper shows a strong grasp of social work principles; with clear integration of theory and practice.	Paper fully meets the parameters of the assignment but does not exceed them. Paper demonstrates a good integration of theory and practice but with some awkwardness.	Paper does not address some aspects of the assignment; and/or demonstrates a somewhat shaky grasp of social work principles.	Paper does not address the assignment, and demonstrates a very basic understanding of social work principles.
Integration of program discussions and readings	Paper evidences program readings & discussions. Demonstrating a firm understanding of	Paper shows some evidence of program readings and discussions.	Paper shows some evidence of program readings and discussions though not clearly; with	Paper misrepresents program discussions and readings.

	program content and readings.		minor inaccuracies.	
Organization & Clarity	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.
Mechanics	Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.	Minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.	Paper is unacceptably sloppy. And quotes are frequently not attributed or improperly cited.