<u>DEPARTMENT OF SOCIAL WORK</u> WESTERN KENTUCKY UNIVERSITY



SOCIAL WORK ADMINISTRATION AND SUPERVISION SWRK 610 3 credit hours Fall 2018

Professor: April L. Murphy, Ph.D., CSW Office: AC 114-B

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Class Meeting Times & Locations:

Online Plus 3 Online Synchronous Sessions: 9/11, 10/23, 11/27 5:30 pm – 7:30 pm CST Location: Online

<u>Prerequisite(s):</u> Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.

Course Description

Develop the knowledge, skills and values necessary for advanced practice focusing on the social work roles of administration and supervision.

Course Information

This course applies theories and methods of social work management, leadership, and supervision in rural settings. Advanced direct practitioners in rural areas are often faced with a quick rise to the top of organization administration; this course provides an overview of theory, knowledge, and skills needed to integrate social work practice, administration, and management.

Required Texts

Golensky, M. (2011). Strategic Leadership and Management in Nonprofit Organizations. Chicago, IL: Lyceum Books.

APA. (2009). *Publication manual of American Psychological Association*. 6th ed. Second printing. Washington, D.C.: Author.

MSW Mission Statement

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

Council on Social Work Education (CSWE) Definition of Specialized Practice and Required Core Competencies for MSW Education

The Council on Social Work Education (CSWE) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs. These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of these standards, each master's social work program must design at least nine unique competencies that are used in the creation of their specialized year. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Our program faculty have developed nine (9) unique competencies that are the focus for the specialized year curriculum. Please review the competencies at WKU MSW Advanced Generalist Competencies to develop an understanding of the content that all WKU MSW students must master prior to graduation. Core competencies addressed in this class are defined as follows:

2015 Competencies Addressed in Course	Course Course Learning Outcome		Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	DB: Self-Evaluation of Supervisory Performance	2, 6	Values, Cognitive & Affective Processes
	DB: Ethics of Leadership	2	Values
	Ethical Dilemma PowerPoint	2, 6	Values, Cognitive & Affective Processes
	Professionalism	2, 5	Values, Cognitive & Affective Processes
	Individual Non-Profit Agency Presentation	1, 2, 3, 4, 5, 6	Knowledge, Values, Cognitive & Affective Processes
Competency 2: Engage Diversity and Difference in Practice	DB: Recruitment and Retention of Employees and Volunteers	2, 3, 4	Values, Skills
Competency 3: Advance Human Rights and Social, Economic, and Environmental	DB: Legal Aspects of Human Resource Management	2, 4	Values, Skills
Justice	DB: Leadership Competencies	1	Knowledge

2015 Competencies Addressed in Course	Course Assignments	Course Learning Outcomes	Competency Dimension
Competency 4: Engage in Practice-informed Research and Research-informed	DB: Recruitment and Retention of Employees and Volunteers	2, 3, 4	Values, Skills
Practice	DB: Program Evaluation and Measuring Outcomes	1, 3	Knowledge, Skills
Competency 5: Engage in Policy Practice	DB: Strategic Planning	1, 4, 6	Knowledge, Skills, Cognitive & Affective Processes
	DB: Supervision Theory	1	Knowledge
	DB: Financial Planning and Agency Budgeting	1, 3, 6	Knowledge, Skills, Cognitive & Affective Processes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and	DB: Vision, Mission, and Meaning through Communication	1, 4	Knowledge, Skills
Communities	Individual Nonprofit Agency Presentation	1, 2, 3, 4, 5, 6	Knowledge, Skills, Cognitive & Affective Processes
Competency 7: Assess Individuals, Families, Groups,	Leadership Analysis Project	1	Knowledge
Organizations, and Communities	Individual Nonprofit Agency Presentation	1, 2, 3, 4, 5, 6	Knowledge, Skills, Cognitive & Affective Processes
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	DB: Vision, Mission, and Meaning through Communication	1, 4	Knowledge, Skills
	Individual Nonprofit Agency Presentation	1, 2, 3, 4, 5, 6	Knowledge, Skills, Cognitive & Affective Processes
Competency 9: Evaluate Practice with Individuals, Families, Groups,	Group Evaluation Rubrics	2, 5	Values, Cognitive & Affective Processes
Organizations, and Communities	DB: Program Evaluation and Measuring Outcomes	1, 3	Knowledge, Skills
	Individual Nonprofit Agency Presentation	1, 2, 3, 4, 5, 6	Knowledge, Skills, Cognitive & Affective Processes

Learning Outcomes

Upon successful completion of this course, students will be able to:

Knowledge

1. Articulate various theories of social work leadership, management, and supervision and effectively apply those theories and methods of social work leadership, management, and supervision to rural practice settings.

Values

2. Demonstrate the ability to analyze and evaluate employee, self, and agency compliance with the NASW *Code of Ethics* and the NASW *Standards for Culturally Competent Practice* to respect diversity in the rural workplace.

Skills

- 3. Develop an understanding of the interconnectivity between policy, practice, and research demonstrating an ability to implement appropriate evidence based practice models and analyze their effectiveness in agency and program settings in rural areas.
- 4. Demonstrate the ability to analyze agency policies and other factors (including contextual factors such as political and economic climate) impacting social work practice efficiency and effectiveness in rural settings.

Cognitive & Affective Processes

- Evaluate self-as-professional using the feedback obtained from a variety of experiential exercises, clients, supervisors, peers, and professors as well as their own critical thinking skills.
- 6. Exhibit the ability to apply advanced problem solving skills commiserate with the advanced generalist social work perspective to agency and program implementation rural practice settings.

COURSE ASSIGNMENTS

All Modules:

Professionalism - (30 points with rubric assigned)

Social workers traditionally serve the marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Within the virtual classroom setting, professionalism is defined as attendance during synchronous sessions, preparation, and appropriate behavior with the professor and peers in **all** communications relative to this course.

Further, it is expected that each student complete all assignments and assigned readings in accordance with the course schedule. Further, students are expected to participate **actively** in each virtual class session, to be online prepared to demonstrate and discuss content of required course assignments, and to submit assignments on time. Each student should complete readings **prior** to the virtual classroom experience and be prepared to *discuss*, *analyze*, *and critique* each reading. Please understand that in the virtual classroom setting, you will be developing and applying practice skills that are discussed in your text and readings. This is an opportunity for you to practice before applying skills you learn in this class in the field. Thus, professionalism grades are also assessed on students' *active* participation in the virtual classroom environment.

Participation in Online Live Sessions (18 points – 6 points each)

Participation in online live sessions via Adobe Connect is imperative to having a meaningful educational experience. Therefore, participation will be assessed during each session. Participation will be assessed by the following: (a) arriving on time; (b) staying through the end of the class; (c) participating substantively in chat when asked and kept chats relevant to the course; and (d) participating in polls. See rubric posted on Blackboard

Discussion Board Assignments (100 points—10 points each)

This will be the main form for class interactions. There will be 11 discussion board questions – seven (7) individual and four (4) group. Students may choose to skip one (1) **individual** discussion board assignment or the lowest score will be dropped if you choose to complete all seven (7) individual posts. Note that you will not be able to skip any of the group discussion board assignments. Postings are due by 11:00 pm CST on Thursday of the specified week. Peer responses, if required, will be due by 11:00 pm CST on the Sunday of the specified week. You will not be able to view other's posts until you submit; so early submission is a good plan. Failure to meet the deadline will result in a 10% deduction for each day that assignment is late.

Individual Discussion Boards: Students will first respond to each of the questions by posting a short essay (Part A), and then respond to two others' postings (Part B), if

applicable. Each question will be assessed by the instructor according to the following criteria: (1) evidence of reading and comprehension of reading assignments, (2) originality of the postings that demonstrates critical thinking, (3) ability to critique and assess others' posts, and (4) on time submission. A grading rubric is posted on Blackboard under the "Start Here" tab.

Group Discussion Boards: The group discussion board assignments are centered on the individual non-profit agency/program development project. The idea is that as each of you are developing separate agencies/programs, collaboration of ideas and thoughts will help you develop the best agency/program possible. As a result, each group member will take the lead on a group discussion board. If you are the lead on the group discussion board, it is expected that you will communicate with other group members and solicit feedback. This should be a collaborative process where each group member is invested in each other's agency/program development. Your post should reflect the collaborative effort that occurred over the course of the specified week.

Module 1: Supervision: Theories and Tools

Introduction Video (20 points)

Each student will create an Introduction Video using Mediasite. The purpose of this assignment is two-fold. First, it is important that you all get to know each other as a cohort. This is sometimes difficult to do in an online setting. Second, it is a practice run for you to learn how to use Mediasite, which will be used for your Individual Agency/Program Development assignment due later in the semester. Directions for recording a presentation will be posted on Blackboard under the "Start Here" tab on Blackboard. Ultimately, students should create a five (5) minute video using Mediasite addressing the following:

- What is your name?
- Where are you from?
- Any other details you want to share about your family (as appropriate).
- What area of social work do you want to practice (e.g., micro, macro, children, adults, substance abuse, etc.)?
- Any fears/feelings about starting an online MSW program?

Once you have completed this video, please post the link to the video on the Discussion Board so the class, as well as I, can view it. It is expected that everyone will comment on at least three (3) of your peer's videos and begin to get to know one another and bond as a cohort.

Ethical Dilemmas in Supervision PowerPoint (60 points)

KY Supervision Requirements: Kentucky law (KAR and KRS) describes various responsibilities that social workers have to their supervisees; the NASW *Code of Ethics* also describes certain responsibilities of social work supervisors toward their agency

and supervisees. The NASW *Indicators for the Achievement of the NASW Standards for Cultural Competence* is another tool that can guide you here. Please review these documents and the decision-making strategies outlined in Golensky (2011) to craft a solution to a self-selected ethical dilemma you are aware of in your field placement, actual worksite, or other social work setting. If you are unable to locate a dilemma independently, you will be expected to seek consultation from appropriate mentors, such as supervisors and professors, to locate one.

You will create a PowerPoint (approximately 10 slides) outlining an ethical dilemma in which you are aware. Be sure that you provide enough details regarding the dilemma, including the identification of relevant case components. You then want to discuss the following:

- ✓ Social work laws and codes
 - What laws are applicable, making sure to cite the specific legal code number?
 - What standards in the NASW Code of Ethics apply to your dilemma?
 - o What workplace policies, if any, apply to your dilemma?

✓ Decision-making process

- What decision-making strategy did you use (e.g., tractable-fluid, vortexsporadic, familiar-constricted, etc.), making sure to outline all of the steps in your decision-making process, your final decision, and the desired outcome (see Golensky, chapter 6).
- Include an application of the Ethical Rules Screen and/or the Ethical Principles Screen (Dolgoff, Harrington, & Lowenburg, 2012).

✓ Coaching the Employee

- If you were the supervisor and an employee came to you with this dilemma, how would you assist the supervisee in determining the appropriate course of action? Remember to make this a learning moment for the supervisee.
- How could you encourage professional growth and development with this dilemma?
- O What would be your dialogue with this supervisee?
- What specific supervision skills (with references) would you use in working with your supervisee?

✓ Cultural considerations

- In working with your supervisee, would you handle this differently if the supervisee were of a different race than you?
- Would you change your approach if you were in a small, rural area as opposed to a larger, urban area?

After you have created your Ethical Dilemma PPT, record a presentation using Mediasite (approximately 15-20 minutes). Make sure that you include an introduction to your presentation outlining what you are going to discuss as well as a conclusion emphasizing what you want the instructor to remember most about your presentation. Please refer to the rubric on Blackboard under the "Start Here" tab.

Again, the PowerPoint should be approximately 10 slides in length and your Mediasite presentation should be between 15-20 minutes. When possible, incorporate ideas and concepts learned from course materials and your own experience. As always, proper citations are required using APA style. Upload your PPT on the Assignment Dropbox on Blackboard – make sure that you include your link to your Mediasite presentation as well.

Exam #1 (20 points)

This test will be open book and will cover material covered in Module 1 readings. It will consist of multiple choice, true false, and short answer questions. It will open under the Assignment Dropbox tab on Blackboard the Monday of the specified week and will close on the Sunday of the specified week at 11pm CST. You will have 1.5 hours to complete the exam once you begin. It is important to note that once you begin the exam, you must complete the exam within the time frame given.

Module 2: Organizational Management: Theories and Tools.

Individual Nonprofit Agency/Program Presentation (140 points)

In this assignment, you will develop a nonprofit agency or program. This agency or program will be based on the organizational theory of your choice, and it will exemplify work with one specific rural population that you have actually encountered in a rural practice setting.

You will create a poster presentation describing your new agency/program to be presented to your professor and other students during a new virtual agency fair. The search conference method of strategic planning described in Golensky (2011) would be a useful approach to utilize. Of course, you will not have a team of 20-30 or a 1.5 day retreat with an outside person, but all of the other steps apply. Blackboard group discussion board assignments will be used to explore these various components, so use that to your advantage. Ultimately, the poster should cover the following:

- Mission and Vision (including measurable agency/program goals)
- Financial Management & Agency Budgeting (including an operating budget for the first year)
- Organizational Structure (including an organizational chart)
- Services Provided
- Strategic Planning and Risk Management (including a SWOT analysis)
- Program Evaluation & Quality Assurance

The poster must be presented on a trifold standup display board. You will record your presentation using MediaSite. Your verbal presentation can be no more than 20 minutes in length and should cover the most important points of your new program (see grading Rubric in Appendix A). Your appearance should be business attire as this is a simulation of an actual work task that you may be required to complete as a

professional social worker. You will upload your link to your video presentations to the Assignment Dropbox on Blackboard by the specified due date.

Evaluation of Group Members (100 points)

In preparing your group discussion boards, please communicate with the group pages email tool. Students will be randomly assigned into groups of 4-5 members each. By the first synchronous session, each group should have identified a group leader. The group leader will coordinate group activities over the course of the semester. Each group leader will also communicate with the group to determine group member strengths in order to assign leadership to each group discussion board. As a reminder, there should be a different leader for each of the group discussion boards. Following the completion of all group discussion boards, each student will be required to rate group members and themselves using the provided group participation rubric on Blackboard.

A **Group Member Firing Procedure** is available in an effort to mimic the real life events that you may encounter as a social work administrator. The procedure is as follows:

- 1. Talk to the group member in a group setting via telephone conference or some online conferencing tool (e.g., Skype, Google Hangout). Write up the specific behaviors that are troubling the group, and develop an improvement plan for that person. This documentation must be submitted via email to the professor and copied to the group within 2 days of the online meeting.
- 2. If the behaviors continue, you must virtually meet again to discuss this situation. You may choose (as a group) to fire your group member at this time with a unanimous vote to do so. The professor must be notified of your decision via email with the reasons for the termination within 2 days of the meeting.
- 3. If you are the fired party, you have 7 days to sell yourself to another group. You may approach, at maximum, 2 other groups who are required to interview you either via phone, online, or in the online classroom. The approached group may decide to hire you. If they do hire you, they will inform you of the expected behavioral guidelines as established by their group. They may request information about your firing, and you must handle that as you would any job interview.
- 4. If you are fired, you are required to schedule a virtual meeting with the professor to discuss the events within 7 days. Failure to do so will result in an automatic 5% lower grade for the class.
- 5. If you are not hired by another group, you will be required to complete all group assignments on your own. You will receive a 10% reduction in your final grade for the class.

6. If you are fired by 2 groups you will receive a reduction of 15% from your total grade.

GROUP Evaluation: Part of good management and supervision is evaluation of employees. As part of human resources management, an effective evaluation will go a long way towards helping both supervisors and employees know what is expected of them. This will lead to increased worker satisfaction over time. Remember that you will be expected to back up your scores with facts, so please be specific, strengths-based, and kind with your feedback. This will be submitted via the Assignment Dropbox on Blackboard.

Exam #2 (20 points)

This test will be open book and will cover material covered in Module 2 readings. It will consist of multiple choice, true false, and short answer questions. It will open under the Assignment Dropbox tab on Blackboard the Monday of the specified week and will close on the Sunday of the specified week at 11pm CST. You will have 1.5 hours to complete the exam once you begin. It is important to note that once you begin the exam, you must complete the exam within the time frame given.

Module 3: Leadership: Theories and Application.

Leadership Analysis Project (60 points)

This assignment is aimed at helping you identify the important qualities of a community leader, understand the skills that are required in leadership decision making processes, and evaluate the strengths and limitations of the various types of leadership as applied to you personally.

Each student must independently select a known leader of a rural social service agency to explore in a Leadership Case Study. If you are not familiar with any rural social service agency leaders, you will be required to locate one and interview them for this project.

Write an essay that addresses the following:

- Leadership Style: What type of leadership style do you believe this leader adheres to in practice? Is that the style they say they use? Would this style be effective in other settings? What relationship does the leader have with workers/volunteers? The community? The agency?
- Basis of Power: How does this leader utilize power? How does this leader handle conflict? Provide examples of specific conflict management techniques and power strategies this leader has used with clients, employees/volunteers, agency administrators, and community partners. Discuss the effectiveness of these strategies.

- Task Focus: What sort of tasks does this leader do the most? Be specific.
 Determine which goals are met through the completion of these tasks. Using
 Quinn's Competing Values Model, determine what type of
 leadership/management model this leader demonstrates through analysis of the
 main task focus.
- **Strengths and Weaknesses:** All leaders exhibit strengths and weaknesses. Outline those factors for this leader.
- **Self-Assessment:** Provide an assessment of your own potential for leading a program or agency. What leadership style would you find most comfortable? Most challenging? What types of strengths and weaknesses would you bring to a leadership role? How confident are your leadership skills?

This essay should be approximately 4 pages in length and make use of specific examples. When possible, incorporate ideas and concepts learned from Golensky (2011), previous classes, and your own experience. As always, proper citations are required using APA style. You will upload this to the Assignment Dropbox by the specified due date.

Exam #3 (20 points)

This test will be open book and will cover material covered in Module 3 readings. It will consist of multiple choice, true false, and short answer questions. It will open under the Assignment Dropbox tab on Blackboard the Monday of the specified week and will close on the Sunday of the specified week at 11pm CST. You will have 1.5 hours to complete the exam once you begin. It is important to note that once you begin the exam, you must complete the exam within the time frame given.

Evaluation and Grading

Course grading is based on the following criteria:

TOTAL POINTS:	588 Points
Participation in Live Sessions	18 points
Professionalism	30 points
Discussion Board Questions	100 points
3 Exams (20 points each)	60 points
Leadership Analysis Project	60 points
Individual Non-Profit Agency/Program Presenta	tion 140 points
Evaluation of Group Members	100 points
Ethical Dilemmas in Supervision	60 points
Introduction Video	20 points
<u>Assignment</u>	Maximum Point Value

Grading Scale: At the end of the term, total points for the semester will be added together and "plugged in" to the grade distribution according to the following scale.

529.2 - 588 points	Α
470.4 – 529.1 points	В
411.6 – 469.3 points	С
411.5 and below	F

Academic Support

Most of us find that we need some academic support and direction during our time at the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. WKU's writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the Writing Center website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

Learning Assistance at WKU

The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 238. This facility is open between MSW classes 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.

Off Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to

students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to the <u>Extended Campus Library Support</u> website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:

Students are expected to adhere to all policies contained with the MSW Handbook and the Code of Student Conduct at Western Kentucky University.

Professionalism:

The NASW Code of Ethics is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics. Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Social Media:

Privacy, confidentially, and professional boundaries must be examined as professional social workers, especially in the age of technology. Professional standards found in the NASW *Code of Ethics* must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW *Student Handbook*, the University *Code of Student Conduct* and is also counter to social work values and ethics included in the NASW *Code of Ethics*. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the WKU Student Handbook and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers.

APA:

Students are expected to use APA style (6th ed.) for writing, citing and listing references. This is for all course work including papers, pamphlets, and online assignments. Online assignments must include in text references and full text references at the end of the assignment just as all other written documents in this course.

Attendance:

Students are expected to participate in developing a positive learning environment with the desire to learn. Class participation is required and includes taking part in online class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Online attendance is important to the overall spontaneous learning. Given that we only have three (3) synchronous sessions, students may miss one class **for any reason**. Students who miss more than one virtual class period will note a 10% deduction from the final grade percentage for this class.

Assignment Completion:

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score will be reduced by a total of 15 points. After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

Other

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

References

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Appendix A

Rubric for Non-Profit Agency/Program Presentation

SWRK 610: NonProfit Agency/Program Presentation Rubric C1: Demonstrate Ethical and Professional Behavior;

				icted for each day late)		
Dimension	1	2	3	4 Due Seient	5	Score/
1. Introduction &	Beginning Does not include an	Developing Includes an	Marginal Includes an	Proficient Includes an	Exemplary Introduction includes the purpose of the	Comments
. Introduction & Conclusion	introduction or	introduction AND	introduction AND	introduction AND	agency/program	
Conclusion	conclusion;	conclusion;	conclusion;	conclusion;	agency/program	
	Conclusion,	Conclusion,	Conclusion,	Conclusion,	Introduction includes an advanced organizer	
	OR includes an	BUT is missing 3 of	BUT is missing 2 of	BUT is missing 1 of	outlining what will be discussed in the	Score earned
	introduction and	the 4 components	the 4 components	the 4 components	presentation	Coord carried
	conclusion that does	listed under	listed under	listed under	processing.	
	not include ANY of	"exemplary" category	"exemplary" category	"exemplary" category	Conclusion restates the purpose and what was	
	the components	. , , , ,	, , , , ,		discussed in the presentation	
	listed under the					
	"exemplary"				Conclusion highlights important details and	
	category				plan for grant funder moving forward	
		Organizations, and Comm		Includes a mission	Clear explanation of the following:	
2. Mission and Vision	Does not include a	Includes a mission	Includes a mission	Includes a mission	Clear explanation of the following:	
	miccion and vicion	and vicion	and vision,	and vicion		
	mission and vision	and vision,	a	and vision,	N (1)	
		,	,	·	Name of the agency/program	Score earned
	OR includes a	BUT is missing 3 of	BUT is missing 2 of	BUT is missing 1 of		
		,	,	·	Name of the agency/program Mission of the agency/program	Score earned
	OR includes a mission and vision that does not include ANY of the	BUT is missing 3 of the 4 components	BUT is missing 2 of the 4 components	BUT is missing 1 of the 4 components		X 2
	OR includes a mission and vision that does not include ANY of the components listed	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Mission of the agency/program Vision of the agency/program	
	OR includes a mission and vision that does not include ANY of the components listed under "exemplary"	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Mission of the agency/program	X 2
	OR includes a mission and vision that does not include ANY of the components listed	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Mission of the agency/program Vision of the agency/program	X 2
	OR includes a mission and vision that does not include ANY of the components listed under "exemplary"	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Mission of the agency/program Vision of the agency/program	X 2
	OR includes a mission and vision that does not include ANY of the components listed under "exemplary"	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Mission of the agency/program Vision of the agency/program	X 2
	OR includes a mission and vision that does not include ANY of the components listed under "exemplary"	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Mission of the agency/program Vision of the agency/program	X 2
	OR includes a mission and vision that does not include ANY of the components listed under "exemplary"	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Mission of the agency/program Vision of the agency/program	X 2
	OR includes a mission and vision that does not include ANY of the components listed under "exemplary"	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Mission of the agency/program Vision of the agency/program	X 2

SWRK 610: NonProfit Agency/Program Presentation Rubric
C1: Demonstrate Ethical and Professional Behavior;
C5: Engage in Policy Practice; C7: Assess Individuals, Families, Groups, Organizations, and Communities;

C8: Intervene	with Individuals, Families	s, Groups, Organizations,	and Communities C9: E	valuate Practice with Indiv	iduals, Families, Groups, Organizations and Comm	unities
Dimension	1	2	3	4	5	Score/
	Beginning	Developing	Marginal	Proficient	Exemplary	Comments
3. Organizational Structure	Includes an org. structure,	Includes an org. structure,	Includes an org. structure,	Includes an org. structure,	Clear explanation of the following: Organizational chart	Score earned
	OR includes a mission and vision that does not	BUT is missing 3 of the 4 components listed under	BUT is missing 2 of the 4 components listed under	BUT is missing 1 of the 4 components listed under	Type of Governance/Leadership	X 2
	include ANY of the components listed under "exemplary" category	"exemplary" category	"exemplary" category	"exemplary" category	Number of employees/supervisors Training and experience requirements for each type of employee	Score earned
Note to Instructor: Items 4 & 5 C7: Assess Individuals, F.		ations, and Communities	1	1	1 1)F2 21 911P10J20	
4. Services	Does not include a treatment plan; OR includes a treatment plan that	Includes a treatment plan; BUT is missing 4-5 of the 6 components	Includes a treatment plan; BUT is missing 3 of the 6 components	Includes a treatment plan; BUT is missing 1-2 of the 6 components	Clear explanation of all proposed services Target population described in terms of number of possible clients in the proposed service area	Score earned
	does not include ANY of the components listed under "exemplary" category	listed under "exemplary" category	listed under "exemplary" category	listed under "exemplary" category	Evidence-base supporting the use of these services in rural settings is present Specific reasons given for the choice of the proposed services	X 4 Score earned
5. SWOT Analysis	Does not address factors; OR discusses factors irrelevant to the SWOT Analysis	Includes a discussion of factors, BUT is missing 3 of the 4 components listed under "exemplary" category	Includes a discussion of factors, BUT is missing 2 of the 4 components listed under "exemplary" category	Includes a discussion of factors, BUT is missing 1 of the 4 components listed under "exemplary" category	Strengths Weaknesses Opportunities Threats	Score earned X 2 Score earned

SWRK 610: NonProfit Agency/Program Presentation Rubric C1: Demonstrate Ethical and Professional Behavior;

C9. Intervene		ngage in Policy Practice;		Families, Groups, Organiza	ations, and Communities; iduals, Families, Groups, Organizations and Comm	unition
Dimension	1	2	3	4	5	Score/
Note to Instructor: Items 6 & 7 C5: Engage in Policy Practice 6. Strategic Plan	Beginning ctice Does not address factors; OR discusses factors irrelevant to Strategic Plan	Developing Includes a discussion of factors, BUT is missing 3 of the 4 components listed under "exemplary" category	Marginal Includes a discussion of factors, BUT is missing 2 of the 4 components listed under "exemplary" category	Includes a discussion of factors, BUT is missing 1 of the 4 components listed under "exemplary" category	Exemplary Student discusses the following areas: How will agency growth be managed? How will opportunities and strengths be harnessed in this agency/program? How will threats and weaknesses be minimized in this agency/program?	Score earned X 2
7. Plan for Financial Sustainability	Does not include a critical appraisal of budgeted areas; OR includes an appraisal of budgeted areas that fails to demonstrate critical thought;	Includes a critical appraisal of budgeted areas, BUT is missing 3 of the 4 components listed under "exemplary" category; OR critical thought is superficial	Includes a critical appraisal of budgeted areas, BUT is missing 2 of the 4 components listed under "exemplary" category; OR critical thought is marginal	Includes a critical appraisal of budgeted areas, BUT is missing 1 of the 4 components listed under "exemplary" category;	What specific risk reduction methods will be utilized and why? Student discusses the total agency year 1 budget including the following areas: Expenses (staff salary and benefits, location costs, insurance, utilities, office supplies, etc.) Income (Appropriate sources of income named) 1, 3, and 5 year budgets	Score earned Score earned X3 Score earned

SWRK 610: NonProfit Agency/Program Presentation Rubric

	C5. E		Demonstrate Ethical and	l Professional Behavior; Families, Groups, Organiza	ations, and Communities:	
C8: Intervene					iduals, Families, Groups, Organizations and Co	mmunities
	1	2	3	4	5	Score/
	Beginning	Developing	Marginal	Proficient	Exemplary	Comments
Dimension Note to Instructor:	1 Beginning	BUT is missing 4-5 of the 6 components listed under "exemplary" category	3 Marginal	Includes a termination plan; BUT is missing 1-2 of the 6 components listed under "exemplary" category	Student discusses the following points: Review of goals of the Agency/Program Evaluation Plan Specific Evaluation Tools Compliance with NASW Standards for Culturally Competent Practice Compliance with NASW Code of Ethics	

C8: Intervene		C1: ngage in Policy Practice;	Demonstrate Ethical and C7: Assess Individuals, F	Families, Groups, Organiza		nunities
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
Note to Instructor: Item 9 C1: Demonstrate Ethical a	and Professional Behavio	or				
9. Presentation Skills	Display has no title, references, or headers; OR display has more than 10 grammatical, spelling, punctuation errors; Verbal presentation includes more than 6 grammatical errors or vulgar language; Appearance is unprofessional including unkempt hair or body; blue jeans, t-shirt, revealing clothing; and excessive makeup	Display has 7-9 grammatical, spelling, punctuation, and/or APA errors; Verbal presentation includes 5-6 grammatical errors or vulgar language; Appearance is unacceptable including 1-2 of the following: unkempt hair or body; blue jeans, t-shirt, revealing clothing; or excessive makeup	Display has 4-6 grammatical, spelling, punctuation, and/or APA errors; Verbal presentation includes 3-4 grammatical errors; Appearance is unacceptable including 1 of the following: unkempt hair or body; blue jeans, t-shirt, revealing clothing; or excessive makeup	Display has 1-3 grammatical, spelling, punctuation, and/or APA errors Verbal presentation includes 1-2 grammatical errors; Appearance is unacceptable including 1 of the following: unkempt hair or body; blue jeans, t-shirt, revealing clothing; or excessive makeup	Display is written in APA 6th ed. Format (title, references, etc.) Presentation falls within time limit of 20 minute maximum. Display has no grammatical errors Paper has no spelling errors Verbal presentation includes no grammatical errors; Appearance is acceptable with appropriate business casual attire, clean hair and body, and confident presentation of self.	Score earned X2 Score earned