



SWRK 610-700: Social Work Administration and Supervision 3 credit hours SEMESTER		
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Phone: 270-745-8923	Zoom Link: https://wku.zoom.us/j/3424620692	Student Office Hours: By appointment
Class Meeting Dates: Tuesdays 8/27, 9/24, 11/26	Class Meeting Times: 5:30-7:30PM CST	Location: Zoom Links on Blackboard

Welcome

Welcome to the MSW Program and SWRK 610 Social Work Administration and Supervision. Congratulations! You deserve to be here and have what it takes to be successful. I am looking forward to working with each of you as you prepare to be masters-level social workers. How exciting! Due to their new credentials, MSWs often find themselves in administrative roles soon after graduation. I hope to prepare you for some of what is to come. I am here for you and your learning. I am committed to ensuring an inclusive environment where all voices/experiences are heard and valued. Please don't hesitate to reach out to me with any questions or concerns. Email is a great way to reach me, and my voicemails also come to my email. I am more than happy to schedule a phone call, Zoom or in-person meeting. I am extremely passionate about this content and hope to bring some of my experiences as a program director and executive director to the course. I look forward to meeting you all soon! Please watch my introduction video on Blackboard (BB) for more information. You've got this and it's going to be a great semester!

Diversity, Equity, and Inclusion Statement

Anti-racist, diverse, equitable, and inclusive (ADEI) practice is at the core of social work values and the basis for our profession's ethical principles. I am committed to being open to opportunities for growth, personally and professionally, while being mindful and self-aware. Further, it means recognizing how my bias, privilege, and intersectionality influence my scholarship and instruction to you. This critical self-reflection is, in turn, encouraged of you through the incorporation of assignments and classroom activities to allow this to be at the forefront of competency development. ADEI is an area of importance across all levels of practice and, therefore, can be incorporated throughout the social work curriculum. In addition, the introduction of new CSWE Educational Policy and Accreditation standards (EPAS) demands that social workers use knowledge, awareness, and skills to engage in anti-racist practices and consider how societal and historical perspectives contribute to oppression and discrimination¹ (CSWE, 2022).

I am committed to doing the following:

¹ Council on Social Work Education (2022). *Educational policy and accreditation standards*. Retrieved from <https://www.cswe.org/Accreditation/Standards-and-Policies/2022-EPAS>

- Recognizing you as a person first and respecting your experiences and perspectives.
- Being culturally humble and knowing what I do not know while allowing others to be experts on your own lives.
- Collaborating with others to increase diverse perspectives and experiences.
- Nurture a sense of belonging and a classroom environment where you feel safe to be your authentic selves.
- Providing you with feedback to assist with your growth and professional development.

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

Co-requisite(s): None

Course Description

This course prepares students to assume leadership roles in rural non-profits by developing the knowledge, skills, values, and cognitive and affective processes necessary for advanced social work practice in administration and supervision.

Course Information

Advanced direct social work practitioners are often charged with leadership of non-profit organizations, particularly in rural areas. This course applies theories of social work management, leadership, and supervision to enable students to perform the skills and tasks necessary for effective management of non-profits, such as grant-writing.

Required Texts- both texts are available as E books

Hoefer, R., & Watson, L. D. (2020). *Essentials of social work management & leadership*. Cognella.

American Psychological Association. (2019). *Publication manual of American Psychological Association*. 7th ed. Washington, D.C.: Author.

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.

Values

2. Utilize the NASW Code of Ethics and the NASW Standards for Culturally Competent Practice to evaluate self, employees, and the agency with respect to anti-racism, diversity, equity, and inclusion in the workplace.

Skills

3. Apply social work leadership, management, and supervision theories to agency strategic planning in rural practice settings.
4. Demonstrate an ability to implement appropriate culturally responsive evidence-based practice models in grant writing and analyze their effectiveness in agency and program settings in rural areas.
5. Analyze agency policies and other factors (including contextual factors such as the social, racial, political and economic climate) and the interconnectivity of policy, practice, and research, impacting social work practice efficiency and effectiveness in rural settings.

Cognitive & Affective Processes

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

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 Generalist 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 [Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year and Advanced Generalist Curriculum. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Please review WKU MSW [Generalist Competencies](#) and [Advanced Generalist Competencies](#) to develop an understanding of the content that all WKU MSW students must master prior to graduation.

CSWE EPAS Core Competencies for MSW Education:

The [Educational Policy and Accreditation Standards \(EPAS\)](#) core competencies are taught in all Council on Social Work Education (CSWE) accredited MSW programs. Core competencies addressed in this class are defined and included in **Appendix A**.

Course Expectations:

Please note the following general guidelines concerning the shared responsibilities of both you and me:

1. You are expected to actively participate in developing a positive learning environment with the desire to learn. Engagement is important to learning. Class participation and attendance are encouraged to ensure you are getting the most out of each opportunity. You will have different opportunities to participate in class discussions. You may **miss one class** for any reason; if you miss more than one will note a 10% deduction from your final grade..

2. You are expected to adhere to all policies contained within the [MSW Handbook](#), the [Student Code of Conduct at WKU](#), and be in compliance with the [NASW Code of Ethics](#).
3. You will create work that is unique and individual to you. When this doesn't occur, plagiarism, cheating, and any other forms of academic dishonesty are unethical, problematic and prohibited. Any instances of such will result in a grade of "zero" for the assignment and/or course failure and/or expulsion from the program. Please refer to #2 above for the MSW Handbook, Student Code of Conduct, and the NASW Code of Ethics.
4. You are expected to use APA (7th edition) for writing, citing, and listing references. This is for all coursework 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. If you need assistance with APA formatting, please review the additional resources on the BB site.
5. All assignments are expected to be turned in on time, late assignments will incur a 10% deduction per day late. After one-week, late assignments will no longer be accepted for credit but must be turned in to complete the course. I understand that being a student is just one part of who you are. Life happens to all of us. Please let me know if you are in need of an extension or more time to complete an assignment. Communication is key~
6. The [NASW Code of Ethics](#) is a guiding framework and source for identifying professional performance. You are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course. Behaviors especially under consideration are those related to professional practice, mental illness, substance use, illegal activity, and/or classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form in accordance with the [MSW Handbook](#) policies. If you are experiencing difficulty, please reach out for assistance.
7. Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. If you are using social media sites, you are expected to use the highest privacy settings on their profiles. You are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. Any issue counter to this will be documented in a Professional Concerns Form in accordance with the [MSW Handbook](#) policies.
8. You are encouraged to utilize academic support services such as [The Writing Center](#) and [The WKU Libraries](#) to help you be successful in this course.
9. In compliance with university policy, if you have a disability and require academic and/or auxiliary accommodations for this course you must contact the [Student Accessibility Resource Center](#). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the [Student Accessibility Resource Center](#).
10. In compliance with the following WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation and Discrimination and Harassment Policy; discrimination, harassment and/or sexual

misconduct based on sex/gender are prohibited. Please go to [WKU's Title IX website](#) for full information.

11. Artificial intelligence (AI) tools such as (*Chat GPT*) may be used for brainstorming or gathering ideas with appropriate citation, but not for assignments utilizing your critical thought. If you are unsure if you are using AI tools appropriately in this course, you are encouraged to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>

All class schedules and activities are subject to change in the event of extenuating circumstances. I **reserve the right to make changes** to the syllabus as needed with reasonable notice and accommodations.

Brief Description of Course Assignments

(full description, due dates, & rubric for all assignments will be available in Blackboard(BB))

Professionalism - (5 points)

Professionalism as social workers is so important. This may look different in different agency settings. We will focus a great deal on what this means for administration and supervision. You will be assessed in the areas related to Engagement, Collegiality, Growth & Development, Communication, and Adherence to SWRK Values. You will review the rankings, turn in a response, and plan for growth in at least 1 of the areas pertaining to the class. More information can be found on BB.

Strategic Application Exercises (SAE) – (40 points)

There will be 8 Strategic Application Exercises (SAEs) over the course of the semester. These exercises are to be completed with your assigned group and then submitted to the Discussion Board area by Sunday at 11:59 pm CST on the designated weeks. Each SAE is related to your Non-Profit Agency/Program Development Project and should be used to inform your agency. These will come together for your final grant proposal towards the end of class. More information and details can be found on Blackboard. Topics include: Identifying community need, Establishing services and SMART goals, Developing a strategic plan, etc. For each SAE, the following steps should be taken: (1) Identify who in the group will be responsible for submitting your original post to the DB area by Sunday @ 11:59 pm CST of the designated week; and (2) Each of you individually will review and respond to at least one (1) other peers group posting Wednesday @ 11:59pm CST of the following week. Your response to your peers should be meaningful and you should make every effort to balance positive and negative feedback, as well as help you peers make improvements to their agency. You can learn a lot from each other!

Ethical Dilemma PowerPoint Presentation – (20 points)

Please review the video explanation and example of this assignment slides on Blackboard for more information. Most states have legislation that describes various responsibilities that social workers have to their supervisees (KY Supervision Requirements - KAR and KRS). Further, the NASW *Code of Ethics* also describes certain responsibilities of social work supervisors toward their agency and supervisees. Please review these documents and the ethical decision-making documents posted on Blackboard (i.e., Ethical Rules Screen and/or the Ethical Principles Screen) 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. Please note, an ethical

dilemma is “a situation in which a difficult choice has to be made between two courses of action, either of which entails transgressing a moral principle.” This means that decisions about whether to report maltreatment, etc. are not dilemmas – this is the law and consequently not a moral action. I’d be happy to talk through the ethical dilemma you are considering prior to the assignment.

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?
 - What workplace policies, if any, apply to your dilemma?
- ✓ Decision-making process
 - Include an application of the Ethical Rules Screen and/or the Ethical Principles Screen (Dolgoff, Harrington, & Lowenburg, 2012).
 - Outline what steps you took in your decision-making process, your final decision, and the desired outcome.
- ✓ 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?
 - 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, ethnicity, religion, sexual orientation, etc. than you?

After you have created your Ethical Dilemma PPT, record a 10-15 minute presentation. Make sure that you include an introduction to your presentation introducing yourself and outlining what you are going to discuss as well as a conclusion emphasizing what you want the instructor to remember most about your presentation.

Difficult Conversations Role Play – (10 points)

Supervisors and Administrators are often faced with difficult conversations in practice. In this assignment you will have an opportunity to practice this. In this assignment, you will be paired up with one of your classmates. You will be given two scenarios from which to choose. One member of the team will choose to lead one of the scenarios while the other member of the team will choose the other. Your assignment is to role play working through this conversation with your employee. You can either record this face-to-face or online. You will be assessed on your level of empathy, active listening, assertiveness, and the resolution. Remember you are the supervisor, not their therapist. A video explanation and more details are provided on Blackboard.

Non-Profit Grant Proposal – (50 points)

Many times, as administrators, your role requires fundraising and grant writing. Your group work throughout the semester (SAEs, etc.) will come together in a culminating project and you will complete a

full grant proposal including the following sections: (a) Background and Agency/Program Description; (b) Marketing & Strategic Planning; (c) Financial Management & Sustainability; and (4) Program Evaluation & Quality Assurance. More details are posted on Blackboard regarding expectations for each of these sections. This assignment is used for assessment purposes and the rubric can be found in Appendix B of this syllabus. A video further explaining this assignment can be found on BB. Examples can also be found on BB.

Evaluation and Grading

Course grading is based on the following criteria:

<u>Assignment</u>	<u>Maximum Point Value</u>
Professionalism	5 points
Strategic Application Exercises	40 points
Ethical Dilemma PPT Presentation	20 points
Difficult Conversations Role Play	10 points
Non-Profit Grant Proposal	50 points
TOTAL POINTS:	125 Points

Grading Scale:

100% – 90%	A
89.9% – 80%	B
79.9% – 70%	C
69% and below	F

Regular and Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

Land Acknowledgment

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous

peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (CWJ.᠑᠑ᠯ᠗ Tsalaguwetiye) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), “Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization.”

WKU Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

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Appendix A

This appendix explains which CSWE competencies are connected to assignments, course learning objectives and which dimension of the competency are covered (knowledge, values, skills, and cognitive and affective processes).

2022 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
C1: Demonstrate Ethical and Professional Behavior	Professionalism	2, 5	V, C&A
	Strategic Application Exercises	1, 2, 3, 4, 5, 6	K, V, S, C&A
	Letter of Intent	1, 2, 6	K, V, C&A
	Non-Profit Grant Proposal	1, 2, 3, 4, 5, 6	K, V, S, C&A
	Ethical Dilemmas PPT	1, 2, 4, 5, 6	V, S, C&A
C3: Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice	Strategic Application Exercises	1, 2, 3, 4, 5, 6	K, V, S, C&A
	Non-Profit Grant Proposal	1, 2, 3, 4, 5, 6	K, V, S, C&A
C4: Engage in Practice-informed Research and Research-informed Practice	Strategic Application Exercises	1, 2, 3, 4, 5, 6	K, V, S, C&A
	Letter of Intent	1, 2, 6	K, V, C&A
	Non-profit Grant Proposal	1, 2, 3, 4, 5, 6	K, V, S, C&A
C7: Assess Individuals, Families, Groups, Organizations, and Communities	Strategic Application Exercises	1, 2, 3, 4, 5, 6	K, V, S, C&A
	Non-Profit Grant Proposal	1, 2, 3, 4, 5, 6	K, V, S, C&A
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Strategic Application Exercises	1, 2, 3, 4, 5, 6	K, V, S, C&A
	Non-Profit Grant Proposal	1, 2, 3, 4, 5, 6	K, V, S, C&A

APPENDIX B
Rubric for Non-Profit Agency/Program Project

SWRK 610: Non-Profit Agency Project C1: Demonstrate Ethical and Professional Behavior; C3: Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice ; C4: Engage in Practice-Informed Research and Research-Informed Practice; C7: Assess Individuals, Families, Groups, Organizations, and Communities; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
Dimension	100% Exemplary	80% Proficient	60% Marginal	40% Developing	20% Beginning	0% Not Present
Note to Instructor: <i>Item 1 – C3:Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice ; C4: Engage in Practice-Informed Research and Research-Informed Practice</i>						
1. Background and Agency/ Program Description (22% of total grade)	Includes ALL of the following fully developed and incorporating previous feedback: <ul style="list-style-type: none"> • Mission statement • Vision statement • Measurable agency/ program goals • Governance/ leadership description • Organizational chart 	Includes ALL of the components under the Exemplary category, BUT 1-2 are under-developed	Proposal is missing 1 of the components listed under the Exemplary category; OR Includes ALL of the components under the Exemplary category, BUT 3-4 are under-developed	Proposal is missing 2 of the components listed under the Exemplary category; OR Includes ALL of the components under the Exemplary category, BUT 5-6 are under-developed	Proposal is missing 3 of the components listed under the Exemplary category; OR Includes ALL of the components under the Exemplary category, BUT 7-8 are under-developed	Proposal is missing > 3 components listed under the Exemplary category; OR More than 8 components are under-developed

	<ul style="list-style-type: none"> Employee qualifications and/or training requirements Recruitment and retention plan DEI statement Services provided with evidence-base supporting services Rationale for services (e.g., need) 					
Note to Instructor: <i>Item 2 - C4: Engage in Practice-Informed Research and Research-Informed Practice; C7: Assess Individuals, Families, Groups, Organizations, and Communities</i>						
2. Strategic Planning (22% of total grade)	Includes ALL of the following fully developed and incorporating previous feedback: <ul style="list-style-type: none"> Strategic Plan SWOT diagram Addresses how agency growth will be managed; Addresses how strengths and 	Includes ALL of the components under the Exemplary category, BUT 1 is under-developed	Proposal is missing 1 of the components listed under the Exemplary category; OR Includes ALL of the components under the Exemplary category, BUT 2	Proposal is missing 2 of the components listed under the Exemplary category; OR Includes ALL of the components under the Exemplary category, BUT 3	Proposal is missing 3 of the components listed under the Exemplary category; OR Includes ALL of the components under the Exemplary category, BUT 4	Proposal is missing > 3 of the components listed under the Exemplary category; OR More than 4 components are under-developed

	<p>opportunities will be harnessed;</p> <ul style="list-style-type: none"> Addresses how threats and weaknesses will be minimized; Risk-reduction plan/discussion 		are under-developed	are under-developed	are under-developed	
Note to Instructor: <i>Item 3 – C4: Engage in Practice-Informed Research and Research-Informed Practice</i>						
3. Financial Management and Sustainability (22% of total grade)	<p>Includes ALL of the following fully developed and incorporating previous feedback:</p> <ul style="list-style-type: none"> First-year operating budget Budget justification narrative Sustainability plan 	Includes ALL of the components under the Exemplary category, BUT 1 is under-developed	Includes ALL of the components under the Exemplary category, BUT 2 are under-developed	<p>Proposal is missing 1 of the components listed under the Exemplary category;</p> <p>OR</p> <p>Includes ALL of the components under the Exemplary category, BUT 3 are under-developed</p>	<p>Proposal is missing 2 of the components listed under the Exemplary category;</p> <p>OR</p> <p>Includes ALL of the components under the Exemplary category, BUT 3 are under-developed</p>	<p>Financial management and sustainability plan do not match with organizational mission, vision and goals;</p> <p>OR budget is completely based on inaccurate data</p>
Note to Instructor: <i>Item 4 – C4: Engage in Practice-Informed Research and Research-Informed Practice; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>						

4. Program Evaluation and Quality Assurance (22% of total grade)	Includes ALL of the following: <ul style="list-style-type: none">• Logic model• Specific evaluation tool• Evaluation plan linked to goals	Includes ALL of the components under the Exemplary category, BUT 1 is under-developed	Includes ALL of the components under the Exemplary category, BUT 2 are under-developed	Proposal is missing 1 of the components listed under the Exemplary category; OR Includes ALL of the components under the Exemplary category, BUT 3 are under-developed	Proposal is missing 2 of the components listed under the Exemplary category; OR Includes ALL of the components under the Exemplary category, BUT 3 are under-developed	Program evaluation plan does not match with organizational mission, vision and goals; OR logic model is inaccurate
Note to Instructor: <i>Item 5 – C1: Demonstrate Ethical and Professional Behavior</i>						
5. Writing, APA, & Attention to Details (12% of total grade)	Grant proposal does not contain any typos and/or grammatical errors; AND includes all supplementary attachments fully developed and incorporating previous feedback: <ul style="list-style-type: none">• Organizational Chart• SWOT Diagram• Year 1 Budget	Grant proposal contains 1-2 typos and/or grammatical errors; AND includes all supplementary attachments: <ul style="list-style-type: none">• Organizational Chart• SWOT Diagram• Year 1 Budget• Logic Model	Grant proposal contains 3-4 typos and/or grammatical errors; AND includes all supplementary attachments: <ul style="list-style-type: none">• Organizational Chart• SWOT Diagram• Year 1 Budget• Logic Model	Grant proposal contains 5-6 typos and/or grammatical errors; AND includes all supplementary attachments: <ul style="list-style-type: none">• Organizational Chart• SWOT Diagram• Year 1 Budget• Logic Model	Grant proposal contains 7-8 typos and/or grammatical errors; AND includes all supplementary attachments: <ul style="list-style-type: none">• Organizational Chart• SWOT Diagram• Year 1 Budget• Logic Model	Grant proposal contains > 8 typos and/or grammatical errors; OR is missing supplementary attachment: <ul style="list-style-type: none">• Organizational Chart• SWOT Diagram• Year 1 Budget• Logic Model

	<ul style="list-style-type: none"> Logic Model <p>AND cover page follows all instructions;</p> <p>AND is exactly 10 pages (not including appendix of supplementary documents or references)</p>	<p>AND cover page follows all instructions;</p> <p>AND is either 9 or 11 pages (not including appendix of supplementary documents or references)</p>	<p>AND cover page follows most instructions;</p> <p>AND is either 8 or 12 pages (not including appendix of supplementary documents or references)</p>	<p>AND cover page follows most instructions;</p> <p>AND is either 7 or 13 pages (not including appendix of supplementary documents or references)</p>	<p>AND cover page does not follow instructions;</p> <p>AND is either 6 or 14 pages (not including appendix of supplementary documents or references)</p>	<p>OR does not include a cover page;</p> <p>OR is < 6 or > 14 pages (not including appendix of supplementary documents or references)</p>
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