SW 8800 - Community Project

SCHOOL OF SOCIAL WORK
Andrew Young School of Policy Studies
Georgia State University

Spring 2012

LOCATION: Classroom South 208 9:30 to 12:15 on January 10, 2012. Final presentations are on April 12 & April17 9:00 am to Noon both days (room to be determined)

INSTRUCTOR: Fred Brooks, Ph.D.
1254 Urban Life
404-413-1059 (office)
404-775-6902 (cell)
770-621-9936 (home)
fbrooks2@gsu.edu

OFFICE HOURS: M-Th 11:00-11:45, and by appointment.

COURSE DESCRIPTION

This course is designed to have students synthesize, integrate and apply content from the foundation and concentration through the creation of a community project. In coordination with one or more agencies and working in small groups, students will develop, implement and evaluate a community project.

CSWE Competencies, Practice Behaviors & Measures

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.
- Integrate personal reflection, self-correction, and feedback in your professional leadership role in working with organizations and communities (skills checkpoints)
- Identify professional strengths, limitations, and challenges (skills checkpoints)

Competency 2.1.2: Apply social work ethical principles to guide professional practice.
- Engage in ethical decision-making in working with organizations and communities
- Manage conflicting priorities that emerge from working in community partnerships (Midterm Paper & Final Paper)

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.
- Synthesize models of community practice in making professional decisions (Midterm Paper & Final Paper)
• Apply logic, critical thinking, and creativity in oral and written communication in community partnership practice (Midterm Paper, Final Paper, & Presentation)

**Competency 2.1.4: Engage diversity and difference in practice.**
• Engage in community partnership practices that are responsive to diversity and difference (Midterm Paper)
• Engage with others as reciprocal resources for learning (peer evaluations)

**Competency 2.1.6: Engage in research-informed practice and practice-informed research.**
• Advance research that is participatory and inclusive of the community (Midterm Paper)
• Use macro-focused, evidence-informed research to inform community partnership practice (Midterm Paper)

**Competency 2.1.7: Apply knowledge of human behavior and the social environment.**
• Synthesize the impact of organizations and communities as complex social systems on community partnership outcomes (Midterm Paper)
• Assess the interconnection between individuals/groups and their environment in developing community partnership intervention strategies (Midterm Paper)

**Competency 2.1.9: Respond to contexts that shape practice.**
• Provide leadership in promoting changes to improve community well-being (peer evaluations)

**Competency 2.1.10: Engage, assess, intervene, and evaluate with groups, organizations, and communities.**

**Competency 2.1.10a: Engagement with groups, organizations, and communities**
Apply a range of written, oral, and electronic modes of communication in relationship-building and interactions among groups, organizations and communities (weekly reports)

**Competency 2.1.10b: Assessment**
• Identify and assess organizational and community needs and assets (Midterm Paper, Final Paper)
• Contribute to the development and selection of strategies and tactics for community intervention (Midterm Paper, Weekly Reports)

**Competency 2.1.10c: Intervention**
• Create a resource development strategy and identify diverse funding sources (Project Budget)
• Engage in leadership behaviors (Skills Checkpoint, Peer Evaluations)
• Synthesize knowledge and skills in the management of projects, partnerships, and organizations (Midterm Paper, Final Paper)

**Competency 2.1.10d: Evaluation**
- Apply research methods in evaluating work with organizations and communities (Midterm Paper, Final Paper)
- Apply technological processes in evaluating work with organizations and communities

**TEXTS**

Suggested readings:

**METHODS OF INSTRUCTION/COURSE FORMAT**

Each student will enroll in SW 8800 and continue with the work group established in SW 8100. Professor Brooks will be responsible for guiding students through project completion and advising project groups on issues such as the feasibility of the project given available resources, potential alternatives and obstacles, and information referrals. Professor Brooks will not be expected to have the expertise on all student projects.

It will be the responsibility of the students to solicit the necessary technical expertise for project completion. Each student project may have a second faculty reader.

Since SW 8800 does not meet weekly as a full class students are expected to work on their projects each week the same amount of time they would work on a regular 3 hour graduate course counting time spent in class and time performing homework (expected hours of work per week, per student is 5-8 hours).

**COURSE REQUIREMENTS**

**Class Attendance Policy (and Participation)**

Class attendance, punctuality, and engagement are considered essential to both academic and professional development as a social worker and will be documented by faculty during all courses. Any concerns will be reported to the appropriate chair of either the BSW or MSW Program Committee and addressed accordingly (See review process, *Student Handbook*, School of Social Work).

**Grading/Student Evaluation**

**Grading Scale**

Percentage of Grade

20% Midterm Paper (group assignment and grade)
10% Weekly Reports (group assignment and grade)
10% Peer Evaluation of Individual Performance (Individual grade)
10% Skills Checkpoints I (individual assignment & grade)
10% Skills Checkpoint II (individual assignment & grade)
20% Final Project Presentation (group assignment and grade)
20% Final Paper (group assignment and grade)
100%

Make-up Policy
Assignments turned in late will be lowered 10 points for every day late.
Assignments more than 3 days late will receive a grade of F.

Academic Honesty
All students at Georgia State University are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Students should review the “Academic Honesty” section in the GSU catalog (hardcopy or on GSU website).

Accommodations for Students with Disabilities
Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations must first take appropriate documentation to the Office of Disability Services located in Suite 230 of the Student Center.

SW 8800 Assignments

Weekly Reports are due every Friday at noon 1/13 to 4/6, (no report due 3/2, Spring Break) e-mail copies to me in u-learn, project sponsor, and all members of group

Outline for Weekly Progress Report
a. Past Week
   i. Review of the past week’s accomplishments in relation to goals for the week (be specific, quantify, and include statistics as often as possible)
b. Upcoming Week
   i. Overall priorities and specific goals for the week (be specific and include numbers)
   ii. Individual assignments of tasks with goals for upcoming week
c. Include dates and times for important events & meetings (for your group or with partners and clients)

Midterm Paper (Due Feb. 16)

I. Introduction (1 page)
   A. Briefly describe:
i. Organization(s) you are working with
ii. the issue/problem your group is addressing
iii. Brief overview of what you plan on doing for the project

II. Participants & Ethical Issues (1-2 pages)
A. Describe the participants who will be involved in your project including normal demographic variables (age, race, gender, etc.) and any other relevant features of the population
   a. How will you interact with participants (interviews, phone calls, meetings, etc?)

B. Referencing the NASW Code of Ethics (or another professional code of ethics) analyze any ethical issues associated with this population and your project.
   a. Describe how you are addressing issues such as informed consent, confidentiality, and full disclosure (where appropriate)
   b. Assess the issue of client self-determination in relationship to your project
   c. Assess power differentials between the various partners in your project (including yourselves, project sponsors, constituents, and others) and how this might affect client self-determination
   d. How will you privilege the voice of those who ultimately will be most affected by the project?
   e. Analyze how your own individual biases and values might inform the project

III. Literature Review (2-4 pages; Consult Project Sponsor & me about the most relevant literature to include)
A. Review relevant empirical and theoretical literature on your issue/project that addresses the following points:
B. Why is this issue important?
C. Estimate how many people are affected both locally and nationally by this issue/problem
D. Referencing the Frameworks/Models for Community Practice you studied in SW 7100 & SW8100 (see Rothman, 2007) locate & analyze which framework(s) inform your project
   1. Which Framework/Model does your project best fit into?
   2. What other Frameworks appear to apply to your project?
   3. How can you apply theoretical & empirical knowledge from the Framework to:
      a. Improve the process of the project?
      b. Enhance project outcomes?
      c. Avoid common pitfalls associated with the project?
   4. How might weaknesses associated with this framework apply to your project?

E. Assess the theoretical & empirical literature on this issue/project
   i. Describe previous efforts to address the problem and the results of these efforts...
   ii. Describe how your approach to the problem is similar and different from previous efforts.
iii. Describe how your literature review altered (if it did) your approach to the problem.

[In sum, your lit review needs to document the existence of the issue/problem and what we know about what works and doesn’t work in terms of resolving the issue/problem. What you find out should inform your particular approach to the issue problem. The literature review portion of the paper should include 12-20 references. References need to include the **highest quality scientific, empirical & scholarly** literature available on your topic, but some references can be newspapers, magazines and less scholarly material. Use standard APA format for references.]

**IV. Goals/Objectives and Methodology** [1-3 pages]

This section explicitly describes what you are going to do and how you plan on doing it. Each group needs to list several measurable objectives that are derived from the goals of the project.

A. Describe three or more objectives your project has in the community

B. What instruments or outcome measures will you use to measure your progress on meeting the objectives?

C. Provide a detailed monthly (or weekly) time-line for implementation of the project (Jan.-April) and any evaluation components (include the dates you expect to accomplish specific process and outcome objectives)

D. Preliminary Plan for analyzing results

**V. Social Media and/or Conventional Media**

A. Analyze how you plan to use social media and/or conventional media to enhance your project. This plan obviously needs to be made in close consultation with your project supervisor (i.e., your agency needs to agree to your conventional/social media plan before you implement it. Sometimes project supervisors do not want a media component and that is fine. If that happens just document the upshot of the discussion with project supervisor).

**VI. Budget (draft)**

A. If your project will entail any out-of-pocket expenses (limit $200) present an itemized budget detailing what you expect the expenses to be for each item (see allowable expenses later in syllabus). If you need to raise more money for the project (this is common for non-reimbursable items such as food) present a feasible plan and itemize amounts of $ you expect to raise for each item. (Budget can be amended later in project if needed).

**VII. MOU (Memorandum of Understanding)**

A. Include Copy of MOU signed by each student and project sponsor (MOUs will be covered in class)
Grading Rubric for Midterm Paper (100 Points)

<table>
<thead>
<tr>
<th>Items to Evaluate</th>
<th>Value</th>
<th>Earned</th>
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<tbody>
<tr>
<td><strong>I. Writing (20 points)</strong></td>
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<tr>
<td>A. Follows outline using headings from syllabus</td>
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<td>B. Writing style is simple, clear, concise &amp; easy to read</td>
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<td>C. Spelling, grammar, punctuation</td>
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<tr>
<td>D. APA formatting</td>
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<tr>
<td><strong>II. Content (80 points)</strong></td>
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<tr>
<td>A. Introduction. The agency, issue/problem, &amp; overview of project are clearly and concisely described</td>
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<td>B. Participants. The number of participants and relevant demographic characteristics are described</td>
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<tr>
<td>C. Ethical Issues. NASW (or other) code of ethics is appropriately applied to potential ethical issues. Potential ethical issues associated with project are identified, analyzed, and appropriately addressed</td>
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<td>D. Literature Review. Relevant areas of empirical &amp; theoretical literature are included.</td>
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<td>E. Literature Review—Frameworks/Models. The project is appropriately located in one or more community practice frameworks (covered in 7100 &amp; 8100). Paper analyzes how knowledge from the framework will inform the project (i.e., improve outcomes, avoid common pitfalls, etc.).</td>
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<td>F. Goals, Objectives, Methodology.</td>
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<td>G. Three to five (or more) clear, quantifiable, &amp; measurable objectives are specified</td>
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<td>H. Methods of measuring progress on objectives are clearly specified (e.g., standardized instruments, outcome measures, photographs, etc.)</td>
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<tr>
<td>I. Timeline is clear with projected dates (monthly or weekly) for accomplishment of all important objectives (process &amp; outcome)</td>
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<td>J. Social/Conventional Media Plan. A clear plan is presented to creatively use social/conventional media to enhance the project. (If agency does not wish to incorporate media into the project, students demonstrate they discussed media options with project supervisor and describe supervisor’s response to suggestions)</td>
<td>5</td>
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<tr>
<td>K. Budget. Clear, feasible itemized budget is presented. If no expenses are expected just state that. If additional resources or money are needed a clear feasible plan is presented for fundraising or obtaining donations.</td>
<td>5</td>
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<tr>
<td>L. Overall clarity and feasibility. After reading the Midterm Paper the reader has a clear conception of who the students will be working with, what issue(s) is/are being addressed, how prior literature informs this issue, what specific objectives will be accomplished, how progress on objectives will be measured, and a feasible plan &amp; timeline for accomplishing the objectives. Project is neither overly or under ambitious.</td>
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Grade

Comments
Checkpoints on Skills Development

From the MSW Community Partnerships Concentration: Skill Sets select a minimum of 2 specific skills that you expect to further develop while working on your community project. You should select skills from two different categories (e.g. you might select one from Communications and one from Resource Development). Obviously you should select skills that are either required by the nature of the project or that the project will at least afford you the opportunity to work on. Examples: 1) a project with the primary objective of raising money will require you to work on your fundraising skills. 2. Assertiveness skills may not be required by the particular project, but most projects would offer you the opportunity to apply assertiveness skills. 3) You would not want to select grant writing, if you will not be writing a grant for the project. You can use the project proposal from the agency, the MOU, your Midterm Paper, plus conversations with your sponsor and/or Dr. Brooks to help you select the two primary skills you are going to focus on.

First Checkpoint on Skill Development (due Jan. 26, u-learn drop box)

List two specific skill content areas you expect to develop:

1. 
2. 

For each skill selected complete the following:

Skill ____________________

1. Rate your proficiency practicing this skill

Beginner  mildly proficient  moderately proficient  strongly proficient  Expert
1  2  3  4  5

2. How will developing this skill help your social work practice, job search, career, or future plans as a social worker? (1 paragraph)

3. Describe your experience to date practicing this skill. This might include how and when you were introduced to this skill (content in SW 8100, exposed to it in your field placement, etc.), how many times you’ve been able to practice it to date, and what your experience has been (i.e., excitement, fear, etc.). If you have already practiced the skill describe an example.

4. Describe your plan for applying the skill during the project.

5. Describe your plan for evaluating your progress and/or obtaining feedback on your skill development. (e.g., written feedback from your project sponsor, peer feedback, self-assessment using a Rapid Assessment Instrument (RAI), or audience/participant feedback using a RAI).
Final Checkpoint on Skill Journal (due April 17, u-learn drop box)

Skill # 1 _____________________ (follow this outline for both skills)

1. Rate your proficiency practicing this skill

   Beginner   mildly proficient   moderately proficient   strongly proficient   Expert
   1          2                  3                        4                        5

   2. During the past 10 weeks how many times have you practiced the skill? (quantify in the way that makes the most sense: either times practiced, or total hours worked on, or both)

   3. Select a particularly instructive instance of practicing the skill and describe the context (date, time, place, people present, situation, etc.), experience, and what you learned from it. Compare and contrast this instance to previous experiences earlier in the semester (i.e., were you more proficient, unchanged, less proficient).

   4. Describe any feedback/evaluation of your proficiency practicing the skill (from yourself, peers, participants, or supervisors).

   5. Describe how you will apply the lessons learned and feedback obtained to your social work practice, job search, career, or future plans as a social worker?

Grading Rubric for Skills Checkpoint I (50 points for each skill, total = 100)

<table>
<thead>
<tr>
<th>Items to Evaluate</th>
<th>Value</th>
<th>Earned</th>
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<tbody>
<tr>
<td>1. Specific skill is clearly identified &amp; rated on Likert scale. Student describes how the skill will apply to his/her future social work practice.</td>
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<tr>
<td>2. Clear description of prior experience applying the skill.</td>
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<tr>
<td>3. Presents a feasible plan for practicing/applying the skill over the next 5 weeks. Clear congruence between the community project and the opportunity to perform the skill.</td>
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<td>4. Clear plan for evaluating skill development (measurement instrument identified, feedback from supervisor or peers, or other documentation)</td>
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Grade
Comments
Grading Rubric for Skills Checkpoint II (50 points each, total points = 100)

<table>
<thead>
<tr>
<th>Items to Evaluate</th>
<th>Value</th>
<th>Earned</th>
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<tbody>
<tr>
<td>1. Quantitative evidence is presented that skill was applied one or more times.</td>
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<tr>
<td>Completed post-test self-evaluation on Likert scale.</td>
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<td>2. Clear description of case example of applying the skill. Compares recent</td>
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<tr>
<td>example to prior experience earlier in the semester.</td>
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<td>3. Evidence of evaluating skill development is presented (e.g., completed measurement instrument, written feedback from supervisor or peers, or other documentation)</td>
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<td>4. Presents a plan for incorporating feedback and applying lessons learned to your</td>
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<tr>
<td>future practice, job search, or career.</td>
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Assignment: Peer Evaluation of Group Members Performance (due 2/23 & 4/17, e-mailed to fbrooks2@gsu.edu)

Forms and criteria for peer evaluations are attached to this syllabus. I will also e-mail you the form because these **have to be submitted electronically** (in word format) on the form I provide you.

Assignment: Final Written Report, Presentations, Deliverables, & Media Outreach (final written report & deliverables due April 17)

The written report analyzes project outcomes, results and conclusions. This report does not need to repeat material from your original or revised proposal, but the report should flow seamlessly directly from your proposals. Address the following questions in the written report:

1. Abstract (150 words or less, on a separate page) **sample at end of this section**
   a. Title of Project [this should be a title your group creates not simply the name of the organization you are working with]
   b. Names of your group members
   c. Body of Abstract
      i. Organization you partnered with and primary objective of the project
      ii. Primary tasks you accomplished
      iii. Brief summary of outcome(s) and impact of the project
      iv. Lessons learned (in one sentence)

2. Results/Outcomes/Accomplishments
   a. In direct response to the goals and objectives in your proposal, describe what was accomplished in your community project?
      i. Which objectives were met?
      ii. Which objectives were not met?
3. Interpret and analyze your results compared to your original goals/objectives and your lit review
   a. Analyze your project successes
      i. Describe why you were successful
      ii. What lessons did you learn from project successes?
   b. Analyze your project shortcomings/objectives not met
      i. Why were certain objectives not met?
      ii. What did you learn from the experience of not meeting an objective?
   c. Relate your project outcomes to your literature review & community practice frameworks
      i. How did your outcomes reinforce prior knowledge?
      ii. How did your project outcomes build or contribute to prior knowledge?

4. Ethical Issues
   a. In relation to the ethics section in your Midterm Paper, describe and analyze any ethical issues that emerged during the project
   b. Describe any ethical issues that emerged that you did not expect

5. Summarize what you learned and what you would do differently next time

6. Appendix (must include the following)
   d. Documentation of outreach to the media, this may take several forms such as: 1) letter to the editor of the AJC, 2) Op-Ed column in the AJC, 3) a press release you wrote attempting to generate media for an event/activity, 4) videotape of one or more of your group members speaking at a press conference, 5) tape or documentation of one or more group members interviewed on a Talk Radio program, (see Bobo chapter on the media for more ideas and how best to do this), 6) article in the GSU Signal about your project or special event associated with your project
   e. A copy of a thank you letter from your group to your primary community partner supervisor/liaison thanking them for the time, attention, and learning experience they helped provide to your group
   f. Other deliverables as described below
   g. I also need 2 copies of your final PowerPoint presentation (one e-mailed to me, plus a hardcopy of report)
   h. Turn in both a hard copy and e-mail me an electronic copy of the written report

   Deliverables are specific tangible products that your project leaves with one or more of your community partners. Deliverables are typically very closely related to project objectives. In the past deliverables have included the following items: completed grant proposals, detailed manuals of various types, brochures, resource guides, YouTube videos, curriculum guides, PowerPoint presentations, a garden, etc. If
your project has a deliverable that can easily be handed in, make a copy for me, and submit it with your written report.

Abstract
The abstract is very important because the community project abstracts will be featured on our website and we plan on archiving the community project final reports, powerpoint presentations, and abstracts in the digital archives in GSU’s library.

**Draft Example of an Abstract From a 2004 Project**

	[title of your project goes here]

MSW students: Kelly Morgan, Cortni White, Kim Fledderman, David White

Our group worked with the Atlanta Living Wage Coalition (ALWC) on their campaign to win a Living Wage Ordinance in the City of Atlanta. We assisted ALWC in building several events including the MLK Holiday march, two public hearings on the proposed ordinance, and Poor People’s Day at the Capitol. We worked on turnout for the February 12 public hearing which was attended by over 200 people and was a very boisterous event! During February we spent much of our time at the State Capitol lobbying legislators to vote against HB 1258 which would preempt cities, like Atlanta, from passing living wage ordinances. Our last event was a May 2 fundraiser that raised $4,800 for ALWC. This was their most successful fundraiser to date! Our lobbying at the Capitol taught us that compared to grassroots organizations, business interests currently have incredible power over state legislators.
# Grading Rubric for Final Paper (100 points)

<table>
<thead>
<tr>
<th>Items to Evaluate</th>
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<tbody>
<tr>
<td><strong>I. Writing</strong> (20 points)</td>
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<tr>
<td>A. Follows outline using headings from syllabus</td>
<td>5</td>
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<tr>
<td>B. Writing style is simple, clear, concise &amp; easy to read</td>
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<tr>
<td>D. APA formatting</td>
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<tr>
<td><strong>II. Content</strong> (80 points)</td>
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<tr>
<td>A. Abstract. Abstract follows outline and example and clearly &amp; concisely describes entire project and outcomes.</td>
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<tr>
<td>Outcomes/Accomplishments</td>
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<tr>
<td>B. Outcomes are clearly presented &amp; quantified wherever possible. Outcomes are compared to original goals in Midterm Paper.</td>
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<td>C. Project successes are critically analyzed.</td>
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<td>D. Objectives not met are critically analyzed &amp; interpreted.</td>
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<tr>
<td>E. Project outcomes &amp; analysis are related back to the proposal literature review &amp; community practice frameworks. Paper analyzes how knowledge was generated or not from project outcomes. How did this project reinforce prior theory or research? How did this project build or contribute to new knowledge or theory?</td>
<td>15</td>
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<tr>
<td>F. Ethical Issues. Any ethical issues that emerged during project implementation are described and analyzed in relation to ethical issues described in proposal and the code of ethics referenced in your Midterm Paper.</td>
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<tr>
<td>G. Dissemination. Results &amp; deliverables are disseminated where applicable to key stakeholders.</td>
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<tr>
<td>H. Lessons Learned/Suggestions. Paper describes lessons learned &amp; suggestions for improving the project if it were to be repeated.</td>
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<tr>
<td>I. Appendix. Appendix follows outline in syllabus &amp; includes all items. Electronic &amp; hard copies of all deliverables are turned in.</td>
<td>8</td>
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<tr>
<td>J. Overall summary. After reading the final paper the reader has a clear conception of what was accomplished, how it was accomplished, how project findings relate to the literature and lessons learned for future projects.</td>
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Grade

Comments
Each project will make a 25-minute **oral presentation** (on **April 12 & 17**) to fellow classmates, invited faculty, and guests from the community (you should invite one of more of your community sponsors). Every member of the group needs to participate in the presentation. Presentations need to condense and present material from your proposal, final written report, and deliverables. The best presentations are multi-media and include one or more of the following: PowerPoint, overhead slides, short videos, other visual handouts (e.g., maps, posters, brochures, etc.). Here is a suggested outline for oral presentations:

I. **Introduction of group members** (1 minute)

II. **Title and Introduction of project** (2 minutes)
   a. Statement of issue/problem addressed
   b. Goals and objectives of project

III. **Background/Context** (4 minutes)
   a. Statistics about issue/project
   b. Very Brief Lit Review (what others have done)

IV. **Implementation of Project** (5-7 minutes)
   a. Summary of what you did and when (a visual showing dates and project events is helpful here)

V. **Outcomes** (5 – 7 minutes)
   a. Summary of successes and objectives not met
   b. Lessons learned
   c. Individual Skill Sets developed

VI. **Answer Audience Questions** (5 minutes)
Grading Rubric for Final Presentation (100 points)

<table>
<thead>
<tr>
<th>Items to Evaluate</th>
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<tr>
<td>1. Presentation follows outline in the syllabus</td>
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<td>2. Timing. All items were given adequate time. Pace of the presentation was</td>
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<tr>
<td>comfortable. Time was left for questions.</td>
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<tr>
<td>3. Organization. Presentation was well organized and it was apparent the group</td>
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<tr>
<td>had rehearsed the presentation in advance.</td>
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<tr>
<td>4. Participation. All students in the group participated in the presentation.</td>
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<tr>
<td>5. Audio/visual aids. Presentation was enhanced through use of powerpoint,</td>
<td>20</td>
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<tr>
<td>photos, Videos/DVDs, Social Media, etc.</td>
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<tr>
<td>6. Rapport/attention to audience. Students faced audience (not the screen)</td>
<td>20</td>
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<tr>
<td>established and maintained rapport with the audience. Students presented to</td>
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<tr>
<td>audience and did not simply read the powerpoint slides.</td>
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<td>7. Enthusiasm/energy. Students projected enthusiasm and energy about the</td>
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<td>presentation/project.</td>
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<td>8. Overall clarity and quality of presentation.</td>
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</table>

Grade

Comments

GENERAL COURSE OUTLINE (this section does not apply to SW 8800)

REFERENCES/SOURCE MATERIAL/SUPPLEMENTAL READINGS

Supplementary Readings (suggested not required)


Budgets

The department is able to reimburse each group up to $200 for community project expenses. You don’t have to spend the money, and if your project is not going to involve any out-of-pocket expenses don’t make up a budget. At the same time, we don’t want you going into your own pockets for expenses related to producing a high quality
community project.

The University seems to be getting pickier and pickier about the type of community project expenses that are reimbursable with "state money." The $200 budgets are designed to reimburse students for "out of pocket expenses" that you incur by working on the project. Apparently, the reimbursements cannot go for items that are direct material handouts to the clients associated with the projects (eg. food, gift cards, other gifts, and apparently things like mattresses). Therefore, you should not spend any budgeted money on items that will be given directly to participants. Any items you are uncertain about you need to check with Cheryl Sahib (404-413-1051) prior to spending budgeted money. Obviously, you can raise money outside of your GSU budget for items you want to give to clients. Let me or Cheryl Sahib know if you have any questions.

To get reimbursed you need to follow these procedures:

1. Your project needs to make up a budget that itemizes what you expect you will need money for and an estimate of amounts for each item detailed. I need a copy and Cheryl Sahib needs a copy. Draft budgets are due with midterm assignment (if you know your projected expenses earlier, turn in your budget early). The budget should include the name of your group and the **first and last names** of all of your group members (Cheryl needs this).

2. Acceptable expenses are for direct project expenses such as: supplies, materials, copying/printing, video editing, etc. If you have any question about what is reimbursable ask Cheryl Sahib before you purchase the item.

3. You have to have a receipt, and it needs to be turned in ASAP and no longer than 30 days old. Receipts need to be official receipts from vendors that describe the item/service being purchased, date, address of vendor, etc. Credit card receipts are not official receipts (they often do not describe what is being purchased). Turn in the official receipt to Cheryl, a description of what it was for, plus the name of the student who is to be reimbursed. Attach all of this to the Payment Request Form. Also, make sure the address you put on the payment request form is correct and matches your address in GoSolar.

4. You need to fill out and sign the payment request form found at this url: [http://www2.gsu.edu/~wwwspc/Forms/index.htm](http://www2.gsu.edu/~wwwspc/Forms/index.htm). I attached a copy at the end of this syllabus, but this form is available on-line in a better formatted version. I will show you how to download and fill out the form.

5. **Gift Cards and Food are not allowed as project expenses. Although several years ago we could use gift cards as incentives and honoraria the university accounting procedures to get reimbursed for a gift card are so arduous at this point they are not worth the trouble. Also, food items are not allowed for reimbursements. Do not purchase gift cards or food and expect to be reimbursed for them.**

Let me know if you have any questions about your budget or this process.
### Summary of Important Dates and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Every Friday</td>
<td>Weekly Reports Due</td>
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<td>1/13 to 4/6</td>
<td>Skills Checkpoint 1 Due</td>
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<td>1/26</td>
<td>Midterm Paper Due</td>
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<td>2/16</td>
<td>Midterm peer evaluations due</td>
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<td>2/23</td>
<td>Final Presentations</td>
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<td>4/12</td>
<td>Final Presentations &amp; Final papers</td>
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<td>4/17</td>
<td>&amp; deliverables</td>
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<tr>
<td>4/17</td>
<td>Peer Evaluations &amp; Final Skills Checkpoint due</td>
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</table>
List the names of everyone in your group

Issues to Consider: overall contribution to group project, participation in meetings and events, contribution to group dynamic, contribution to written and oral reports

<table>
<thead>
<tr>
<th>Name</th>
<th>Score (Use Numbers)</th>
<th>Comments</th>
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**SCALE**

- 97 - 100 = A+
- 90 - 96 = A
- 88 – 89 = A-
- 86 – 87 = B+
- 80 – 85 = B
- 78 – 79 = B-
- 76 – 77 = C+
- 70 – 75 = C
- 60 – 69 = D

Below 60 = F