

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
Syllabus: SW 546: Section # 002
Social Work and Social Welfare Policies and Programs

(3 Credit Hours)

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This course is a required Foundation course. The course critically assesses theory and research about sources, forms, and outcomes of oppression in the context of the cultural, ecological, developmental, and transactional theories, social work values and ethics, and a human rights perspective. The course integrates local to international information about our global, diverse, multicultural society with evidence-based knowledge and skills that address oppression, are culturally affirming, and promote social and economic justice and human dignity.

Course Rationale

Social work's traditions, values, and code of ethics provide the basis for the professional commitment to work with client systems (i.e., individuals, families, groups, communities, organizations) that experience the impact of oppression and social injustice, and the responsibility to challenge oppressive social systems. Social work students, therefore, must understand and critically analyze theory and research concerning the forms, mechanisms, and consequences of oppression, discrimination, and social injustice. Students require evidence-based knowledge and skills in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Evaluation of the history and philosophy of various theories and models of sustainable social and economic development practice (Practice c.3; Policy c.3) (Content: macro theories; organizational theory; economics, taxation, redistribution of wealth)
2. Identification of issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making, recognition and analysis of the inherent ethical dilemmas for sustainable development (Values/Ethics c.2; Practice c. 2) (Content: technology and its implications, privatization, International Code of Ethics, application of ethical principles in diverse settings)
3. Articulation of an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2; CT/EBP, c.1; Field, c.6) (Content: identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and the importance of difference in shaping life experience, application of critical thinking).
4. Evaluate, and apply to exemplars of, national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).
5. Articulate the application of strategies that empower client systems through the use of networking, collaboration, community organizing, and participatory action research (Policy c.4) (Content: coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance).
6. Identification of alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making models (Policy, c.2). (Content: brainstorming, nominal group technique)
7. Explication of skills for planning and implementing evidenced-based sustainable development strategies in conjunction with client systems, including participatory practice methods, capacity building, consciousness-raising and population education techniques (Practice c.3; SJ., c.1). (Content: micro enterprise development, asset building, wealth and inequality popular education exercise).
8. Articulation of social change strategies that focus on local, nation and global populations-at-risk that promote social and economic justice, combat discrimination and oppression, and increase access to resources (Diversity, c. 3; SJ c. 1) (Content: Social and economic planning and intervention, asset building, identification of international sources of

funding; advocating for basic human rights such as freedom, and social and economic resources for an adequate living standard).

REQUIRED BOOKS AND READINGS

Burkey, S. (1993). *People First: A Guide to Self-Reliant, Participatory Rural Development*. New York: Zed Books.

All the other readings are available listed by the week they are due on Blackboard.

ORGANIZATION OF COURSE AND BLACKBOARD

This course will be taught entirely online. There will be NO SCHEDULED CLASS SESSIONS. Students will need to decide what grade they want to earn and will submit the required number of assignments in order to earn that grade. The section below entitled "Required Activities" describes what kinds of projects must be completed in order to earn each grade. This process is known as "contracting for a grade".

Please note: The assignments must be completed at an acceptable level in order to count toward the grade. Each assignment will, therefore, receive a satisfactory or unsatisfactory grade. Satisfactory completion of every assignment required for a specific grade will result in the student receiving that grade. Failure to complete an assignment or assignments satisfactorily will result in failure of the course. Students who submit an unsatisfactory assignment will have one opportunity to bring that assignment up to a satisfactory level.

Also please note: You MUST submit a written contract specifying which grade you wish to receive by September 9, 2009. Please do NOT post your desired grade on the discussion board. Please submit it directly to the instructor through the Grade Book or Drop Box in Blackboard.

With the exception of the required text (Burkey, listed above) all materials for this course are posted on Blackboard. This includes the **Weekly Worksheets** required for the weekly readings, as well as the materials and instructions for the projects required to earn a B or a B+.

ASSIGNMENTS AND GRADING

Required activities

Project 1- In order to earn a "B"- Students must successfully and satisfactorily 1) read the required text (Burkey) and the required readings identified in the syllabus each week. They must also complete and submit the **Weekly Worksheets** for each reading and post relevant comments on the Discussion Board. These worksheets and posts must be completed according to the schedule listed in the Course Outline below.

Project 2- In order to earn a "B+"- Students must successfully and satisfactorily complete all the activities identified in Project 1 (contract for a "B") AND must write the Community Practice Paper described in the Assignment Criteria section below.

Project 3- In order to earn an “A”- Students must successfully and satisfactorily complete all the activities described in both Project 1 (contract for an B) and Project 2 (contract for a B+) AND must write the International Development Paper described in the Assignment Criteria section below.

Assignment Criteria

Outcomes for each of the competencies are addressed through the Weekly Worksheets and are described for each Weekly Worksheet in the Course Outline below. The Worksheets will include a series of questions requiring students to read and respond to the text, as well as conduct Internet research on the chapter’s topic. Students will also be required to post comments and participate in discussions of this material on the Discussion Board. Outcomes for the Community Practice Paper and the International Development Paper are described in this section.

1. Community Practice Paper 7-10 pages, typed, double-spaced (necessary for a B+)

The Community Practice paper should provide an in depth understanding of a specific topic related to Community-based practice. Topics may include how to effectively perform specific methods (e.g. empowerment practice or participatory methods in various areas of social work, organizing, development, administration, supervision, **and the relevance of the the digital divide, privatization of services, globalization, barriers to culturally relevant development, gaps in services**); or it can focus on a specific community practice area. For example, you might want to follow a debate in the literature or discuss best practices described in the literature for a specific area of organizing; community, neighborhood, or international development; or social planning. One way to organize this is to see what other disciplines are doing (eg. Urban planning literature, sociology).

Whatever you choose, make sure that you follow the criteria below:

- a. Introduce your paper. Describe the thesis of your paper. What are you planning to do? What argument will you propose, or what are you going to educate your reader about? Outline what you are going to do. Make sure you provide a framework for the paper. (20 Pts.)
- b. What does the literature say regarding your topic? Analyze your topic given your argument or thesis using the literature to back you up. (40 pts.)
- c. Conclusion, integration, implications, etc. What's it all mean? (10 pts.)
- d. From what academic discipline does the literature come? (10 pts.)
- e. Make sure you use appropriate headings, subheadings, APA style, etc. (10 pts.)
- f. Give a 5-10 minute presentation providing a brief synopsis of what you learned. (10 pts.)

Competencies:

Successful completion of the Community Practice Paper will allow the student to address the following competencies:

2. Identification of issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making, recognition and analysis of the inherent ethical dilemmas for sustainable development (Values/Ethics c.2;

Practice c. 2) (Content: technology and its implications, privatization, International Code of Ethics, application of ethical principles in diverse settings)

Students will address this competency through Internet and library research and communication with other classmates and the instructor on the Discussion Board.

3. Articulation of an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2; CT/EBP, c.1; Field, c.6) (Content: identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and the importance of difference in shaping life experience, application of critical thinking).

Students will address this competency by reading a series of reference provided by the instructor and incorporating that information into the paper. The references will focus on community needs assessments and culturally competent practice. Students will select a model of needs assessment and discuss how they would apply it in a culturally diverse setting.

4. Evaluate, and apply to exemplars of, national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).

Students will address this competency through Internet and library research as well as through interaction with the instructor on the Discussion Board.

2. International Development Paper 7-10 pages, double-spaced (necessary, along with the Community Practice Paper, for an A)

Compare a major community development program or policy internationally. You may choose to compare two or more similar countries with the U.S. Or you may want to compare third world with first world countries. You choose the type of comparison you wish as long as the U.S. is one of the countries analyzed, and you have a sound rationale for doing so. Use the criteria below.

- a. What is the problem or policy you wish to address. Introduce to the reader (10%).
- b. Describe your framework that you will use to analyze the chosen policy or problem. What is your thesis, hypothesis or argument? (15%)
- c. What are the countries being analyzed? Why did you choose these countries (you should have a reason)? What is the social policy or program you will compare? Give a reasonable explanation why comparing this policy with these countries makes sense and adds to our understanding (15%).
- d. Analyze in depth the policy or programs in the chosen countries **including responsiveness to populations-at-risk and the promotion of social and economic justice, human rights, and combating oppression & discrimination** (25%)
- e. What are the implications of your findings? (15%)

- f. Use APA style and make appropriate use of headings and sub-headings. (10%)
- e. Give a 5-10 minute presentation providing a brief synopsis of what you learned. (10 pts.)

Competencies:

Successful completion of the International Development Paper will allow students to address the following competencies:

- 2. Identification of issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making, recognition and analysis of the inherent ethical dilemmas for sustainable development (Values/Ethics c.2; Practice c. 2) (Content: technology and its implications, privatization, International Code of Ethics, application of ethical principles in diverse settings)

Students will address this competency through Internet and library research and interviews of persons from among community development professionals.

- 3. Articulation of an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2; CT/EBP, c.1; Field, c.6) (Content: identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and the importance of difference in shaping life experience, application of critical thinking).

Students will address this competency through Internet and library research and through structured discussions with the instructor on the Discussion Board.

- 4. Evaluate, and apply to exemplars of, national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).

Students will use a handout provided by the instructor to prepare an evaluation of social and economic interventions.

All assignments must be submitted according to the schedule provided in the course outline below. All assignments must also be submitted through Blackboard. Instructions for submissions through Blackboard will be provided in the Course Information section of the website.

Grading Scale

Students will contract for grades. Individual assignments will be scored as “acceptable” or “unacceptable”. Acceptable assignments will be identified by a check mark appearing in the Grade Book section of Blackboard. If all assignments for the semester are completed at an acceptable level, the student will receive the grade for which she/he contracted.

Class policies

1. Students are expected to complete all assignments and submit them by the due date. Exceptions will be granted only in extraordinary circumstances in advance of the due date.
2. Incompletes will be given only according to the rules specified in the written policies of the most recent edition of Hilltopics.
3. All written assignments are due at midnight on the day specified in the course outline. Assignments received after that time will not be accepted unless prior approval is given.
4. Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in their university's student policies.
5. University policy regarding religious holidays will be observed. Any student may request to be excused from class or rescheduling of an assignment to observe a religious day from his/her faith.

COURSE OUTLINE

The following assignments are due ON THE DAY listed below. Readings are listed for the following week.

Week 1- Monday, August 19- Course Overview

Assignments for all contract grades:

1. Read the syllabus and follow the Blackboard website tour that begins in the first Announcement for the course.
2. Post and introduction on the Discussion Board in Blackboard.
3. Ask questions about course assignments and expectations in the Introductory Questions forum in Blackboard.
4. Read the "Required Readings" and complete **Weekly Worksheet 1** by the scheduled date of the next class.

Required readings for next class:

Caro & Morris (2002). Devolution and Aging Policy: An Overview.
Journal of Aging and Social Policy, 14 (3/4), 1-14.

Campens, (1997). International Review of Community Development

Burkey, Chapter 1- Understanding Poverty

Competencies:

1. Students will understand the assignments and expectations for the course.
2. Students will read the required materials for Week 2 and will complete the first **Weekly Worksheet**. The **Weekly Worksheet** can be located on the Blackboard site under *Assignments*.

Week 2- August 26- Understanding Poverty/Introduction to Social and Economic Development

Assignments due:

All students: **Weekly Worksheet 1** is to be submitted in the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

A written statement of the grade for which each student wishes to contract must be submitted to the Digital Dropbox.

Competencies:

Upon completing the readings, the Weekly Worksheet, and a Discussion Board post students will have addressed the following competencies:

1. Evaluation of the history and philosophy of various theories and models of sustainable social and economic development practice (Practice c.3; Policy c.3) (Content: macro theories; organizational theory; economics, taxation, redistribution of wealth).

Required readings for next week:

All contract grades:

Read the following, then complete the **Weekly Worksheet**.

Weil & Gamble (1995) Community Practice Models

Johnson (1998). The Revitalization of Community Practice.

Shragge (1993). Community Economic Development: Chapter one:

Burkey, Chapter 2- What is Development?

Week 3- September 2- Community Practice Models

Assignments due:

All students: **Weekly Worksheet 2** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheet** students will be able to:

4. Evaluate, and apply to exemplars of, national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).
5. Articulate the application of strategies that empower client systems through the use of networking, collaboration, community organizing, and participatory action research (Policy c.4) (Content: coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance).

Required readings for next week:

Halpern, (1993). Neighborhood-based initiatives to address poverty.

Uehara et al., (1996). Toward a value-based approach to multicultural social work research. *Social Work*, 41 (6), 613-622.

Burkey, Chapter 3- Self-Reliant Participatory Development

Week 4- September 9- Community Development

Assignments due:

All students: **Weekly Worksheet 3** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheet** students will be able to:

6. Identification of alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making models (Policy, c.2). (Content: brainstorming, nominal group technique)
7. Explication of skills for planning and implementing evidenced-based sustainable development strategies in conjunction with client systems, including participatory practice methods, capacity building, consciousness-raising and population education techniques (Practice c.3; SJ., c.1). (Content: micro enterprise development, asset building, wealth and inequality popular education exercise).

Required readings for next week:

Burkey, Chapter 4- Agents of Change

Rivera, Erlich & Zippay (1994). Should today's community organizer use the tactics handed down from earlier generations?

Shillington, Dotson & Faulkner (1994). Should only African-American community organizers work in African American neighborhoods? In M. Austin and J. Lowe (eds.) Controversial Issues in communities and Organizations. Mass: Allyn and Bacon.

Week 5- September 16- Community Organizing

Assignments due:

All students: **Weekly Worksheet 4** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheets** students will be able to:

5. Articulate the application of strategies that empower client systems through the use of networking, collaboration, community organizing, and participatory action research (Policy c.4) (Content: coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance).

6. Identification of alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making models (Policy, c.2). (Content: brainstorming, nominal group technique)

Required readings for next week:

Chetkov-Yanoov (1986). Participation as a means to community cooperation

Castelloe, P., Watson, T. & White, C. (2002). Participatory change: An integrative approach. Journal of Community Practice, 10 (4), 1-32.

Burkey- Chapter 5- The Training and Support of Change Agents

Week 6- September 23- Participatory Change

Assignments due:

All students: **Weekly Worksheet 5** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheets** students will be able to:

5. Articulate the application of strategies that empower client systems through the use of networking, collaboration, community organizing, and participatory action research. Describe and apply skills in coalition-building, partnership development, cross-cultural communication, and developing strategies to minimize resistance.

Required readings for next week:

None

Week 7- September 30- Online consultation in text chat

The instructor will be available in Blackboard online chat room to assist students with projects, discuss concepts, etc.

Required readings for next week:

Burkey- Chapter 6- Getting started

Azzarto & Smith (1994) Should health and human services be decentralized?

Latting & Gummer (1994). Can administrative controls and pressure for efficiency and effectiveness be balanced with the staff's demand for decentralization and participation?

Burkey, Chapter 7- Working with People

Week 8- October 7- Decentralization and Participation

Assignments due:

All students: **Weekly Worksheet 6** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheet** students will be able to:

3. Articulation of an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2; CT/EBP, c.1; Field, c.6) (Content: identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and the importance of difference in shaping life experience, application of critical thinking).

4. Evaluate, and apply to exemplars of, national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).

Required readings for next week:

Gutierrez, Glen, & Delois (1995) The organizational context of empowerment practice.

Rose, S.M. (2000). Reflections on Empowerment-Based Practice. Social Work, 45(5), 403-412.

Week 9- October 14- Empowerment Practice

Assignments due:

All students: **Weekly Worksheet 7** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheets** students will be able to:

7. Explication of skills for planning and implementing evidenced-based sustainable development strategies in conjunction with client systems, including participatory practice methods, capacity building, consciousness-raising and population education techniques (Practice c.3; SJ., c.1). (Content: micro enterprise development, asset building, wealth and inequality popular education exercise).

8. Articulation of social change strategies that focus on local, nation and global populations-at-risk that promote social and economic justice, combat discrimination and oppression, and increase access to resources (Diversity, c. 3; SJ c. 1) (Content: Social and economic planning and intervention, asset building, identification of international sources of funding; advocating for basic human rights such as freedom, and social and economic resources for an adequate living standard).

Required readings for next week:

Carroll and Minkler (2000). Freire's Message for Social Workers: Looking Back, Looking Ahead. *Journal of Community Practice*, 8 (1), 21-36.

Jurik, Cavender & Cowgill (2006). Searching for Social Capital in U.S. Microenterprise Development Programs. *Journal of Sociology and Social Welfare*

Burkey, Chapter 8- External Relationships: Inside Looking Out

Week 10- October 21- Participation, Development and Empowerment: Putting it into Practice

Assignments due:

All students: **Weekly Worksheet 8** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheet** students will be able to:

7. Explication of skills for planning and implementing evidenced-based sustainable development strategies in conjunction with client systems, including participatory practice methods, capacity building, consciousness-raising and population education techniques (Practice c.3; SJ., c.1). (Content: micro enterprise development, asset building, wealth and inequality popular education exercise).

8. Articulation of social change strategies that focus on local, nation and global populations-at-risk that promote social and economic justice, combat discrimination and oppression, and increase access to resources (Diversity, c. 3; SJ c. 1) (Content: Social and economic planning and intervention, asset building, identification of international sources of funding; advocating for basic human rights such as freedom, and social and economic resources for an adequate living standard).

Required readings for next week:

Burkey, Chapter 9- Savings, Credit, and Inputs: Essential Components

Readings from the websites identified on the **Weekly Worksheet** for next week.

Week 11- October 28- Community Practice Processes- Models from Mexico and the Rural US

Assignments due:

All students: **Weekly Worksheet 9** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheet** students will be able to:

4. Evaluate, and apply to exemplars of, national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).

5. Articulate the application of strategies that empower client systems through the use of networking, collaboration, community organizing, and participatory action research (Policy c.4) (Content: coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance).

Required readings for next week:

Burkey, Chapter 10- Objectives and Principles of Self-Reliant Participatory Development

Readings from the websites identified on the **Weekly Worksheet** for next week.

Week 12- November 4- Community Practice Processes- Models from Asia and the World Bank

Assignments due:

All students: **Weekly Worksheet 10** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheet** students will be able to:

3. Articulation of an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2; CT/EBP, c.1; Field, c.6) (Content: identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and the importance of difference in shaping life experience, application of critical thinking).

6. Identification of alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making models (Policy, c.2). (Content: brainstorming, nominal group technique)

Required readings for next week:

Read: Burkey, Chapter 11- Two Steps Forward, One Step Back

Readings from the websites identified on the **Weekly Worksheet** for next week.

Week 13- November 11- Models from the World Health Organization and Africa

Assignments due:

All students: **Weekly Worksheet 11** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Competencies:

Upon completing the readings and **Weekly Worksheet** students will be able to:

4. Evaluate, and apply to exemplars of, national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).

Required readings for next week:

Readings from the websites identified on the **Weekly Worksheet** for next week.

Week 14- November 18- Community Practice and Cultural Competence

Assignments due:

All students: **Weekly Worksheet 12** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Students who contracted for a B+: **Community Practice Paper** due.

Week 15- November 25- Thanksgiving break

Week 16- December 2- No Class

Assignments due:

Students who contracted for B or B+: No assignments due.

Contract for A: **International Development Paper** due.