SWRK 180 Seminar in Macro Practice

Fall 2026

Instructor Information

Instructor Name: Travis W. Cronin, PhD, LCSW
Department: Social Work Education
Email / Telephone: travis@mail.fresnostate.edu
o:(559)278-0064
c: (208) 697-6994 (text with "My name is _____ and I'm in your SWRK 180 class. Can we set a time to talk?)
Office: PHS 138

Student Support Hours: Tuesdays 1-3 pm; Thursdays 1-3 pm (or as scheduled)

Course Information

Course Modality: Face to Face
Course ID: 71503
Units: 3
Class Meeting Location & Time: NG 154 Tu/Th 11:00am – 12:15pm
Canvas: fresnostate.instructure.com
Prerequisites: SWRK 20, SWRK 135, SWRK 136, SWRK 160, SWRK 161 & the W requirement**.** Must be taken concurrently with SWRK 181I.

Course description: Analysis of and intervention strategies in large groups, organizations and the community. In conjunction with field, this class represents the macro culminating experience in the undergraduate social work major.

The major focus of this seminar is learning about arenas and strategies of macro practice in groups, organizations, and communities. Students will examine the role of groups in social change, barriers to organizational and community competence in the promotion of social justice, strategies of planned change in organizations and communities, program design and grant writing, and ethical use of advocacy tools in

local contexts. The course will help student developing understanding of how various cultural and identity groups including people of color, women, LGBTQQI (lesbian/gay/bisexual/transgender/queer/questioning/intersexed), people with disabilities, people who are older, people who are poor and other vulnerable populations and act as change agents in macro systems. The course will integrate foundation content from HBSE, policy, field and research in the macro practice process. The seminar format of this course will enable students to take an active role in the teaching-learning process. The group activity portion of the seminar is intended to provide the opportunity to build macro practice skills.

Required Course Materials

Myers-Lipton, S. (2023). *CHANGE! A student guide to social action.* Routledge.

Netting, E. F., McMurtry, S. L., Thomas, M. L., & Kettner, P. M. (2023). *Social work macro practice* (7th ed.). Pearson.

Course Specifics

Course goals:

1. Gain foundational knowledge on professional and ethical behavior in practice with task groups, organizations, and communities. (Competency 1)
2. Gain competence using task groups and collaboration for practice in organizations and communities. (Competencies 6 & 8)
3. Gain competence using tools of organizational assessment and planned change. (Competencies 7 & 8)
4. Gain competence using tools of community assessment and planned change. (Competencies 7, 8 & 9)

Student Learning Outcomes:

1. Describe the social work value base and ethical principles embedded in macro practice, including the history of macro practice and the social worker's responsibility to advocate for social change.
2. Identify a number of social work roles associated with macro practice including administrator, advocate, broker, coordinator, facilitator, grant writer, mobilizer, community organizer, program developer, and supervisor.
3. Describe the function of task groups, the roles of group members and facilitators, and how groups set goals and make decisions.

4. Engage and facilitate team members in a task meeting.
5. Identify group decision-making processes in a variety of settings including committee and board meetings, workplace teams, and coalitions.
6. Identify power relationships and strategies to challenge discrimination and other oppressive practices in task groups, organizations and communities.
7. Complete a process analysis of a formal meeting in an agency or public setting that includes an examination of agenda items, speakers, decisions made, and how power is used in the decision-making process.
8. Assess organizations and communities for the purpose of identifying unmet needs, impact on vulnerable populations, and respect for cultural difference.
9. Utilize theories to assess agency structure, management style, and culture in relationship to agency mission and worker well-being.
10. Articulate the role of hiring and managing personnel in the agency's ability to fulfill its mission.
11. Discuss the role of research in program development.
12. Explain the importance of conducting program evaluation to identify program outcomes.
13. Describe how organizations are funded and identify potential funding sources for community projects.
14. Describe community organizing models, identify intervention strategies, and apply relevant theories to bring about community change.

Links: General Education, Service Learning, and Writing (APM 216)

Course Requirements/Assignments:

PLEASE NOTE: I will accept electronic versions of your papers as a Microsoft Word document, or as a Google document through Canvas. All papers should be done in 12-point Times New Roman font in black ink. Keep a copy of all submitted assignments.

DUE	Activity	Weight (100%)	Points (100)
SEPT 18	**Agency Analysis**	**20%**	**20**

Various	**Discussion Posts**	**30%**	**30**
DEC 10	**Engagement**	**30%**	**30**
DEC 17	**Summary of Collective Efforts**	**20%**	**20**

An agency analysis (COMMON ASSIGNMENT).
Describe the agency's mission and goals, the vulnerable populations served by the organization, the community context in which services are delivered by the organization, agency culture, organizational structure, management style, and how social work values are implemented by the agency. What is one area the agency could improve on, and aspects of agency culture and structure might make change easy or difficult? This assignment is worth up to 20 points (5-6 pages). See additional guidance at the end of the syllabus.
DUE DATE: 09/24/25

Discussion Posts

At the university, you generally demonstrate that you understand the ideas from the course. This class is different. In this class, discussion posts take the place of exams. Importantly, the discussions are where you demonstrate your knowledge of the text in light of your social action experiences. Therefore, you must integrate the text with your community work throughout each discussion. With no integration of text, you cannot receive above a C on your discussion posts.

Writing a post about attending a campaign action (outside of your own) may be substituted for missed discussions. Students who complete all of the required discussions AND post about attending other campaign actions will receive extra credit.

In addition, you will most likely not receive higher than a C on your overall grade if you do not complete at least 30 hours of social action work (2 hours a week). Please use the log at this website (www.bonner.org/socialaction-docs) to keep track of your community work, and then turn it in after the social action showcase.

Last Discussion DUE: 12/10/2025
Log DUE DATE: 12/17/2025

Engagement

The design of this course requires rigorous and continuous engagement. Your grade in this area will be a combination of self-assessment, group evaluation, and instructor observation. The first two absences will not result in any deduction to your engagement grade (use these wisely).

Full engagement (A) requires that you play a leadership role in the large class discussion and your team, apply the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, and take responsibility for the direction of the class discussion and your team.

Solid engagement (B) requires that you participate regularly in the large class discussion and your team, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, but you do not take a strong leadership role in the overall class discussion and the direction of your team.

Acceptable engagement (C) requires that you follow the discussion in the large class and your team, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and team. Every student will be expected to perform at this level or higher.

Summary of Collective Efforts

During the final for this course (social action showcase) each campaign will present its work to the rest of the class (potentially a wider audience as well).

Each student will submit their log, self-assessment, and group assessment.

Each campaign will submit an electronic file that documents the progress of each stage of the campaign: issue development, building power, research, strategy & tactics used (including clear details such as the dates, details, and outcomes of each tactic), the plan including a group assessment of the progress made towards the stated purpose of the campaign. These files will be prepared in a way that others may use the file to further the efforts made by your team. Most campaigns will not win their demands in a single semester, yet future students may be inspired by your efforts and build upon them in future semesters.

Grading Scale (No rounding will be used)

Points (%)	**Grade**

90-100	A
80-89	B
70-79	C
60-69	D
Below 59.99	F

Course Policies & Safety Issues

Late Papers: Assignments are due at midnight on the respective due dates, late assignments will be accepted; however, the points available for the assignment will be reduced through negotiation with the instructor based upon the circumstances that led to the delinquency, and how late the assignment was submitted. Exceptions to the reduced points will be made when the guidelines set forth by the university policy APM 232: Policy on Student Absence. If the student meets the standards in the policy, appropriate accommodations will be made and a schedule for late assignments and make-up exams will be provided.

Attendance: The instructor has developed this course for you to be able to achieve individual learning regarding human behavior and the social environment. It is expected that everyone take responsibility for their own learning by keeping up with reading and written assignments. All assigned reading must be read prior to class. If you are absent from class, it is your responsibility to check on any announcements made and to catch up with the content that was missed (most handouts and important announcements will be posted on Canvas, but you should check with the professor and your classmates). Attendance is required at all class sessions. Missing 0-1 class period for the semester will be rewarded by 2 extra credit points at the end of the semester. Students with 2-3 absences will be rewarded with 1 extra credit point at the end of the semester.

Unplanned student absences: If you experience a short-term (up to a week of classes) serious and compelling reason that prevents you from attending class (e.g. you have tested positive for COVID, you have symptoms that are likely to spread). I will make every reasonable effort to accommodate you to make-up any work missed during this time. You are responsible for contacting me as soon as possible and providing documentation supporting the reason for the absence. Missed papers, tests and/or homework assignments should be completed by a date agreed upon by both the faculty member and the student. When you are absent for an extended time period (over a week of classes), a viable make-up plan may not be feasible; in some extreme circumstances, other actions such as dropping the class or withdrawing from the University for serious and compelling reasons may be appropriate. Students should consult their academic advisors before making drastic decisions like these.

If you must be absent from class, please notify me over email.

Use of electronic devices (e.g., cell phones, tablets): We will regularly use electronic devises to assist us in our learning process. You are expected to refrain from using your electronic devises for tasks (e.g. shopping) during class. It is acceptable to send a brief text during class,

but if the situation calls for more attention than a quick text or two, please exit the class to take care of your personal matter and return as soon as possible. Please try to avoid leaving during peer presentations as this may interfere with their ability to maintain their focus.

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information

Vaccination: The California State University system strongly recommends the COVID-19 vaccination and booster for all students, faculty, and staff. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings: Fresno State no longer requires masks to be worn indoors, but based on updated guidance from public health experts, the University highly recommends that all students, faculty, and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments.

Testing: The campus was fortunate to receive the Higher Education Emergency Relief (HEERF) Funds during the pandemic and through June 2023 but funds are no longer available. Students will still be able to obtain free kits from the Student Health and Counseling Center. Additionally, free COVID-19 test options are offered by the Fresno County Department of Public Health.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

The course policies that appear below are not required, though they reflect common student concerns and issues that arise at the Student Academic Petitions Committee. Responding to those that apply in the course syllabus has generally been found to be helpful.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The

student may indicate in writing to the instructor that they refuse to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL be available for your viewing.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair's name: Dr. Helen Miltiades
Department name: Social Work Education
Chair's email: hmiltiades@mail.fresnostate.edu
Department phone number: (559) 278-3992

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at Fresno State Student Ratings for Instruction (SRI)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

Financial Aid Satisfactory Academic Progress Standards and Appeals Process: https://studentaffairs.fresnostate.edu/financialaid/policies/sap/index.html

The following University policies can be found on the web at:

- Adding and Dropping Classes
- Cheating and Plagiarism
- Computers
- Copyright Policy
- Disruptive Classroom Behavior
- Honor Code
- Title IX

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can impact a students' ability to be successful in the learning environment. We encourage students who have experienced sexual misconduct to seek information on where to report from any member of our faculty or staff in order to ensure that the university can provide students with the necessary resources and supportive measures.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the extent possible. However, I am required to report any information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.

Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Office of Compliance and Civil Rights | occr.fresnostate.edu | 559.278.5003
Fresno State Police Department | fresnostate.edu/police | 559.278.8400

Students can also report other incidents of discrimination or harassment to:

Office of Compliance and Civil Rights | occr.fresnostate.edu | 559.278.5003

Students can access *confidential support* from two separate resources on campus:

Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734
Survivor Advocacy Services | fresnostate.edu/survivoradvocate | 559.278.6796

Pregnancy or Related Conditions:

Pregnant Students or those with related conditions should contact the Title IX Coordinator in the Office of Compliance and Civil Rights for assistance. The Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to educational programs or activities.

Office of Compliance and Civil Rights | occr.fresnostate.edu | 559.278.5003

Parent scholars provides information on priority registration and other support for parenting students.

Services for Students with Disabilities can also provide assistance with accommodations.

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

Emergency Information: In the event of an emergency, everyone in the campus community becomes a partner in the response. To ensure you are prepared and remain calm you must make yourself familiar with campus protocols. To contact the Fresno State Police Department call 559.278.8400 from your cell phone or 911 from a campus phone. Prior to an emergency, assess your environment for options depending on the emergency. Identify all possible exit routes, in an emergency always use the closest most safe exit. Once you exit the building go to the predetermined evacuation assembly point, if that is unavailable then go to an open safe space away from the emergency. Identify where and how you can secure yourself inside if you need to shelter in place or hide from a threat. Be prepared to help guide those around you and assist individuals who may be in need. Additional information can be found at www.fresnostate.edu/emergency

University Services

The following University services can be found on the web at:

- Associated Students, Inc.
- Students with Disabilities
- Dream Success Center
- Library
- Learning Center Information
- Student Health and Counseling Center
- Academic Success Coaching
- Survivor Advocacy
- Writing Center

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Table 5 Fall 2025 Tentative Course Schedule: Tuesday, Thursday Courses

Day	Date	Topic	Reading Assignment
1	Tues., Aug 25	Macro Practice in Social Work	**DISCUSSION 1**

Day	Date	Topic	Reading Assignment
		Introduction to social action as a macro practice	Netting et al. Chapter 1
2	Thurs., Aug 27	Issue Development	SML Chapter 1
3	Tues., Sept 1	Historical & Contemporary Influences	**DISCUSSION 2** Netting et al. Chapter 2
4	Thurs., Sep 3	Choose Campaigns Set the Tone	SML Chapter 2
5	Tues., Sep 8	Engaging with Diverse Populations	**DISCUSSION 3** Netting et al. Chapter 3
6	Thurs., Sep 10	Change Theory	SML Chapter 3
7	Tues., Sep 15	Understanding Communities	Netting et al. Chapter 4
8	Thurs., Sep 17	Building Power	**Agency Analysis DUE** SML Chapter 4
9	Tues., Sep 22	Building Power	**DISCUSSION 4**
10	Thurs., Sep 24	Assessing Communities	Netting et al. Chapter 5
11	Tues., Sep 29	Social Action Walk and History	www.socialaction.org Review the resource materials
12	Thurs., Oct 1	Campaign Research	SML Chapter 5
13	Tues., Oct 6	Understanding Organizations	**DISCUSSION 5** Netting et al. Chapter 6
14	Thurs., Oct 8	Group Dynamics	SML Chapter 6
15	Tues., Oct 13	Assessing Human Service Organizations	**DISCUSSION 6** Netting et al. Chapter 7
16	Thurs., Oct 15	Strategy and Tactics	SML Chapter 7 Netting et al. Chapter 10
17	Tues., Oct 20	Assessing Community Organizational Conditions	**DISCUSSION 7**

Day	Date	Topic	Reading Assignment
			Netting et al. Chapter 8
18	Thurs., Oct 22	NO CLASS (Final Preparation on own for campaign kickoff)	SML Chapter 8
19	Tues., Oct 27	Designing and Building Support for an Intervention	**DISCUSSION 8** Netting et al. Chapter 9
20	Thurs., Oct 29	Campaign Kickoff	SML Chapter 9
21	Tues., Nov 3	Campaign Plan	**DISCUSSION 9** Netting et al. Chapter 11
22	Thurs., Nov 5	Campaign Launch	
23	Tues., Nov 10	Campaign Events Monitoring & Evaluating the Intervention	Netting et al. Chapter 12
24	Thurs., Nov 12	Campaign Events	**DISCUSSION 10**
25	Tues., Nov 17	Campaign Events	
26	Thurs., Nov 19	Campaign Evaluation	SML Chapter 10 Netting et al. Chapter 13
N/A	Tues., Nov 24	Fall Break	
N/A	Thurs., Nov 26	Fall Break	
27	Tues., Dec 1	Showcase Preparation	**Engagement Self-Assessment & Group Assessment DUE**
28	Thurs., Dec 3	NO Class: Attend the online summit/showcase	**Summary of Collective Efforts DUE**
29	Tues., Dec 8	Debrief lessons learned	**DISCUSSION 11** SML Chapter 11

Table 1 Finals Week Schedule

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 10 and 11
Final Exam in this course: Sumit logs	Tuesday	DEC 15 11:00am- 1:00pm

AGENCY ANALYIS

The paper should consist of 6-8 pages. This paper is worth up to 20 percent of your final grade. In addition, you will present your agency analysis to the class. You should include the following information:

Agency Information to be Included in the Presentation
Percentage of Content Grade for the Paper

1. Outline of agency mission and goals (10%)

2. Information on specific vulnerable populations whose needs the agency addresses. (10%)

3. A description of the community context of the agency. What geographic community is served by the organization? What is the income level of most of the people who live in the community and what demographic groups tend to live in the community served by the agency? How do most people travel to the agency? Is the agency actively involved in the community? With what other agencies and organizations does the agency interact? (10%)

4. Describe the services provided by the organization. If the organization does not provide health, mental health, or social services, describe those activities undertaken by the organization on a regular basis. (10%)

5. A description of the organizational structure of the agency or organization. Is it a public, nonprofit, or for-profit organization? Does it have a board of directors? If

not who is ultimately responsible for this organization? What are the top management positions in the organization? What are the job positions held by people who are not in the top management positions? Who supervises front-line workers and interns? Describe the role of clients/consumers/constituents in this organization. (20%)

6. Describe how this organization functions in terms of social work values, social justice cultural competence, empowerment, and human rights. (20%)

7. Following your field agency assignment, using the resources of the internet, research an agency based abroad that provides services that are similar to your field placement. Discuss the cultural context, human rights, the agency and its structure, as well as how it provides services.
Gather information about the agency's delivery of services outside the U.S. In your PowerPoint, presentation, describe the agency or organization and the services that it provides. Your research can include information from the organization's website, articles from professional journals, or interviews with organization staff (when feasible in terms of language and the ability to contact). Make sure that the agency or organization that you research provides services similar to that of your field agency. (20%)

Grading Rubric: SWRK 180 Agency Analysis Assignment

Response Addresses the Following Questions:	**Excellent 90-100%**	**Good 80-89%**	**Average 70-79%**	**Below Average 60-69%**	**Poor < 60 %**

1. Outline of agency mission and goals (10% of Assignment)	Response directly addresses the question. Response is comprehensive, clear, and coherent. Response indicates the writer's source for the response.	Response addresses the question. Response is clear, but could contain more detail. Some of the sources for the response are not always identified.	Response addresses the question, but more detail is needed. Response is poorly organized (writer includes extra information that does not contribute to understanding the response). Limited information is provided about the source of the response.	Response does not fully address the question; some content is missing. Response is poorly organized, contains extra information that does not contribute to the response, but meaning can be determined. Sources for the response are not identified.	Response does not address the question. Response is poorly organized and difficult to understand (i.e., reader cannot discern the meaning of the writer's response). Sources for the response are not identified

Response Addresses the Following Questions:	Excellent 90-100%	Good 80-89%	Average 70-79%	Below Average 60-69%	Poor < 60 %
2. Information on specific populations-at-risk whose needs the agency addresses. (10% of Assignment)	Response directly addresses the question. Response is comprehensive, clear, and coherent. Response indicates the writer's source for the response.	Response addresses the question. Response is clear, but could contain more detail. Some of the sources for the response are not always identified.	Response addresses the question, but more detail is needed. Response is poorly organized (writer includes extra information that does not contribute to understanding the response). Limited information is provided about the source of the response.	Response does not fully address the question; some content is missing. Response is poorly organized, contains extra information that does not contribute to the response, but meaning can be determined. Sources for the response are not identified.	Response does not address the question. Response is poorly organized and difficult to understand (i.e., reader cannot discern the meaning of the writer's response). Sources for the response are not identified
3. A description of the community context of the agency. (10% of Assignment)	Response directly addresses the question. Response is comprehensive, clear,	Response addresses the question. Response is clear, but could contain more detail.	Response addresses the question, but more detail is needed. Response is poorly organized (writer includes	Response does not fully address the question; some content is missing. Response is poorly organized, contains extra	Response does not address the question. Response is poorly organized and difficult to understand

	and coherent. Response indicates the writer's source for the response.	Some of the sources for the response are not always identified.	extra information that does not contribute to understanding the response). Limited information is provided about the source of the response.	information that does not contribute to the response, but meaning can be determined. Sources for the response are not identified.	(i.e., reader cannot discern the meaning of the writer's response). Sources for the response are not identified
Response Addresses the Following Questions:	**Excellent 90-100%**	**Good 80-89%**	**Average 70-79%**	**Below Average 60-69%**	**Poor < 60 %**
4. Describe the services provided by the organization. (10% of Assignment)	Response directly addresses the question. Response is comprehensive, clear, and coherent. Response indicates the writer's source for	Response addresses the question. Response is clear, but could contain more detail. Some of the sources for the response are not	Response addresses the question, but more detail is needed. Response is poorly organized (writer includes extra information that does not contribute to understanding the response). Limited information is	Response does not fully address the question; some content is missing. Response is poorly organized, contains extra information that does not contribute to the response, but meaning can be determined. Sources for the response	Response does not address the question. Response is poorly organized and difficult to understand (i.e., reader cannot discern the meaning of the writer's response). Sources for the response

	the response.	always identified.	provided about the source of the response.	are not identified.	are not identified
5. A description of the organizational structure of the agency or organization. (20% of Assignment)	Response directly addresses the question. Response is comprehensive, clear, and coherent. Response indicates the writer's source for the response.	Response addresses the question. Response is clear, but could contain more detail. Some of the sources for the response are not always identified.	Response addresses the question, but more detail is needed. Response is poorly organized (writer includes extra information that does not contribute to understanding the response). Limited information is provided about the source of the response.	Response does not fully address the question; some content is missing. Response is poorly organized, contains extra information that does not contribute to the response, but meaning can be determined. Sources for the response are not identified.	Response does not address the question. Response is poorly organized and difficult to understand (i.e., reader cannot discern the meaning of the writer's response). Sources for the response are not identified
Response Addresses the Following Questions:	**Excellent 90-100%**	**Good 80-89%**	**Average 70-79%**	**Below Average 60-69%**	**Poor < 60 %**

6. Describe how this organization functions in terms of social work values, social justice cultural competence, empowerment, and human rights. (20% of Assignment)	Response directly addresses the question. Response is comprehensive, clear, and coherent. Response indicates the writer's source for the response.	Response addresses the question. Response is clear, but could contain more detail. Some of the sources for the response are not always identified.	Response addresses the question, but more detail is needed. Response is poorly organized (writer includes extra information that does not contribute to understanding the response). Limited information is provided about the source of the response.	Response does not fully address the question; some content is missing. Response is poorly organized, contains extra information that does not contribute to the response, but meaning can be determined. Sources for the response are not identified.	Response does not address the question. Response is poorly organized and difficult to understand (i.e., reader cannot discern the meaning of the writer's response). Sources for the response are not identified.
7. Following your field agency assignment, using the resources of the internet, research an agency based abroad that provides services that are similar to your field placement. Discuss the cultural	Response directly addresses the question. Response is comprehensive, clear, and coherent.	Response addresses the question. Response is clear, but could contain more detail.	Response addresses the question, but more detail is needed. Response is poorly organized (writer includes extra information that does not contribute to understandin	Response does not fully address the question; some content is missing. Response is poorly organized, contains extra information that does not contribute to the response, but meaning	Response does not address the question. Response is poorly organized and difficult to understand (i.e., reader cannot discern the meaning of the writer's response).

context, human rights, the agency and its structure, as well as how it provides services. (20% of Assignment)	Response indicates the writer's source for the response.	Some of the sources for the response are not always identified.	g the response). Limited information is provided about the source of the response.	can be determined. Sources for the response are not identified.	Sources for the response are not identified

Total Grade:

Each Question on Assignment	Points Possible	Points Earned
Mission	2	
Population-at-risk	2	
Community context	2	
Services provided	2	
Organization structure	4	
Social work values	4	
International agency	4	
Final Grade		