SOWK 602-001

ADVANCED INTERPERSONAL PRACTICE

Spring 2026

Professor Twyla E. Smith, MSW
Course Instructor

Andrews
University
Seek. Affirm. Change.

Andrews University

School of Social Work

SOWK 602
ADVANCED INTERPERSONAL PRACTICE
SPRING 2026

I.   GENERAL CLASS INFORMATION

Class location: NH024
Class time/day: Mondays 8:30am (EST)
Credits offered: 2

II.   INSTRUCTOR CONTACT

Instructor: Twyla E. Smith, LLMSW
Telephone: 269-921-1931
Email: twyla@andrews.edu
Office location: Nethery Hall 015
Office hours: https://calendly.com/twylasmith

* Office hours are subject to change. To schedule a time that is convenient for you during my office hours use https://calendly.com/twylasmith. To ensure a fast response to your questions, please text or e-mail.

III.   SYLLABUS IS SUBJECT TO CHANGE

IV.   COURSE DESCRIPTION

Course Description
Develops practice skills on an advanced level. The course gives special consideration to Social Work leadership as it relates to human and financial resource management.

Course Objectives
In this course student will learn:
- Analyze social/community problems and needs
- Hypothesize, design, and track interventions
- Collaborate with interdisciplinary teams

Prerequisite: SOWK601
Corequisite: SOWK635 or SOWK637

V.   COURSE MATERIALS

Required:
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2022). *Designing and Managing Programs* (6th ed.). SAGE Publications, Inc. (US). ISBN: **978-1-5443-7143-6** https://bookshelf.vitalsource.com/books/9781544371405

Supplemental Materials:
  Books
- Williams, Omkari L. (2023). *Micro Activism: How You can Make a Difference in the World without a Bullhorn*. Storey Publishing, LLC. (US). ISBN: **978-1635866889**
- Cheng-Tozun, D. (2023). *Social justice for the sensitive soul: How to change the world in quiet ways*. Broadleaf Books. **978-1506483436**

  Websites
- Micro Activism Resources https://www.omkariwilliams.com/resources
- Free Management Library https://management.org/index.html
- Community Tool Box https://ctb.ku.edu/en

SOCIAL WORK KNOWLEDGE, SKILLS & VALUES INFUSED WITHIN COURSE

Knowledge	Values	Skills
1. Professionalism	1. Dignity & worth of the person	1. Demonstrate ethical reasoning & decision making
2. Ethics & values	2. Integrity	2. Resolve ethical conflicts
3. Critical thinking	3. Competence	3. Practice critical thinking
4. Contextual awareness	4. Christian compassion	4. Demonstrate effective oral skills
5. Christian perspective		5. Demonstrate effective writing skills
		6. Demonstrate cultural competency w/diverse groups

Course Related Diversity Elements
While this course doesn't explicitly integrate ALL of these diversity elements, students are expected to consider the unique needs and challenges of diverse populations as they are completing their signature assignment. The ones explicitly discussed in the lectures are in bold.

Age	Gender Identity	Acclaim
Class	**Immigration Status**	Alienation
Color	Political Ideology	**Marginalization**
Country of Origin	Race	**Oppression**
Culture	Religion	**Poverty**
Disability	Sex	**Power**
Ethnicity	Sexual Orientation	Privilege
Gender	**Difference Elements**	

Social Work Competencies and Practice Behaviors:

The course Student Learning Outcomes (SLO) are based on the CSWE 2022 Educational Policy and Accreditation Standards (EPAS) and the Department's own required SLO. In Social Work the SLO are called Practice Behaviors. Upon completion of this course, the student will demonstrate practice proficiency in the following areas within the context of this course:

> 1c. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
> 1e(A). Apply strategies of advanced ethical reasoning to arrive at principled decisions in practice, policy development and research.
> 2a. Advocate for human rights at the individual, family, group, organizational, and community system levels.
> 2d(A)- Collaborate in community-organizing and coalition-building skills to promote social, racial, economic, and environmental justice.
> 3c(A). Demonstrate sufficient self-awareness to mitigate the influence of personal biases, power, privilege, and values in working with diverse groups, while continually improving practice and deepening cultural humility through critical reflection, as evidenced by intentional self-awareness, self-reflection and self-regulation.
> 5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
> 5c(A). Collaborate with colleagues, clients, and organizations for effective policy action.
> 6c(A). Demonstrate rapport-building skills in advanced practice settings
> 6d(A). Build relationships with organizations and communities that support outreach, recruitment, collaboration, and coalition-building.
> 7d(A). Utilize historical and current data to guide decision-making processes when assessing the needs of groups, organizations, and/or communities.
> 8d(A). Utilize advanced macro skills in supervision, mentoring, and service delivery.
> 9a. Select and use culturally responsive methods for evaluation of outcomes.
> 9c(A). Evaluate practice to critically analyze outcomes and program processes, and design and monitor interventions.

Cognitive and Affective Processes:

Critical Thinking Demonstrate the application of principles of critical thinking which can include: accurately interpreting evidence, statements, graphics, questions, etc., identifying the salient arguments (reasons and claims) pro and con, analyzing and evaluating major alternative points of view, drawing warranted, judicious, non-fallacious conclusions, justifying key results and procedures, explaining assumptions and reasons, fair-mindedly following where evidence and reasons lead.

Affective Reasoning Demonstrate understanding of how thoughts, behaviors, feelings, biases, and personal experiences influence professional judgement and behavior, ability to effectively engage with diverse clients, constituencies and other professionals, and affect their assessment and decision making

Exercise of Judgment Demonstrates use of relevant criteria to accurately arrive at appropriate conclusions and provides logical justification for chosen strategies.

Criteria for Grades

Assignments are graded according to the rubric for each assignment. A copy of the assignment with comments along with the rubric will be returned to the student via email. Rubric templates for the group assignments are included at the end of this syllabus.

The grade for work in this course is determined by the weighted points total accrued in the designated assignment areas, as outlined below. The semester grade is calculated as follows:

BSW/ MSW	
A	92-100
A-	90-91
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D	65-69
F	0-64

Grade Items	Learning Outcomes	Weighted Percent	Due
Attendance, Participation, & Professionalism	1c	**30%**	
• Course lectures	1c	20%	weekly
• Group Project Consultation Appointments (4 required)	1c	10%	TBD
Individual Assignments			
• **Content Check-ins (9)** ○ 3 - 2 - 1 questionnaires ○ KWL Surveys ○ Journals	1c	10%	Weekly as indicated in
Group Assignments	As listed	60%	
• Social Problem Identification	1e(A), 2a, 2d(A)	5%	Week 2
• Team Charter			Week 4
• Goals & Activities ○ Logic Model ○ SMART Goals	2a, 2d(A), 3c(A), 7d(A)	5%	Week 6
• Data Collection & Key Findings	1e(A)	5%	Week 11
• *Social Action Project Report & Evaluation* ♦	2d(A), 3c(A), 5a, 6c(A), 6d(A), 8d(A), 9a, 9c(A)	25%	Week 15
• Presentation	1c, 5c(A)	10%	

Assignment Submission
All assignments must be submitted on Learning Hub unless otherwise instructed by the professor.

VII.   DETAILED COURSE ASSIGNMENTS

General Course Requirements

A. **Attendance, Participation, & Professionalism** - attendance, active participation, and professionalism are graded as outlined in the rubric at the end of this syllabus and includes:
1. *Attendance* – course lectures, group project consultation appointments, and weekly content check-ins
2. *Participation* – course discussions, asking questions, and engagement with peers and course materials
3. *Professionalism* – punctuality, time management, respect for others, communication with course instructor(s) and use of technology
4. *Group Project Participation* – communication, collaboration / teamwork, and contribution to the group project

B. **Course lectures and required instructional content** – The required instructional content assigned each week must be read prior to class. There will be a chapter or more to read in addition to other materials as noted in the schedule. These materials may include articles, videos, and/or web resources. The materials will be posted in LearningHub.

C. **Group Consultation appointments**: each group is expected to meet with the course instructor at least 4 times throughout the semester to discuss progress, receive feedback, and clarification on the group project. Each group is responsible for scheduling their group consultation appointments with the course instructor.

D. **Group work on assignments**: Throughout the semester time will be provided during the class period for each group to work collaboratively on the group project. A corresponding assignment will be submitted.

E. **Format for group assignments** – use the following guidelines when preparing your group assignments:
- Follow [APA style guidelines](#) which include:
  - **Paper size**: Use standard 8.5 x 11-inch document size.
  - **Font**: Use a legible font like 12 pt Times New Roman.
  - **Line spacing**: Double-space the entire document, including the bibliography
  - **Margins**: Use 1-inch margins on all sides of the page
  - **Page numbers**: Place page numbers in the top right or bottom center
  - **Indentation**: Indent every new paragraph ½ inch
  - **Title page**: Include a title page
  - **Citations**: Cite your sources following APA guidelines
  - **Bibliography**: Include a bibliography or reference list

Grading Criteria for Assignments
A. **Individual Assignments**

1. **Content check-ins (individual) -** each content check-in activity provides an opportunity to demonstrate and assess your comprehension of the weekly instructional content. The different types of reflective exercises will enhance your learning experience and retention. The format for content check-ins are as follows:
    a. *KWL* (**K**now, **W**ant to Know, and **L**earned). Consider the weeks' lecture, required readings, and/or other supplemental materials and prepare succinct statements describing: **K** - what you already know about the topic; **W** - what you want to know more about and; **L** - what you learned from the week's content.
    b. *Journals* – a paragraph describing your understanding of the content from the week.
    c. *3-2-1* - from the weeks lectures, required readings, and/or other supplemental materials share **3** takeaways, **2** items you found important / inspirational, and **1** concept you will apply in your professional practice.
B. **Group Assignments**
    1. ***Social Problem Prioritization*** – Submit the groups' prioritization matrix worksheet (provided in class) with the group's ranking and chosen social problem and include a short description of the process used to elicit/solicit participation and opinions from group members.
    2. ***Team Charter*** – prepare an infographic or 1-page document to guide the development of the semesters social action project. The team charter should set expectations, define roles, clarify accountability methods, and describe how you will work together successfully and includes things like:
        a. roles and responsibilities
        b. communication plan
        c. decision making process
        d. conflict resolution plan
        e. plan to ensure quality
        f. group member signatures
    3. ***Goals & Objectives*** – prepare a 3 – 5 page infographic or document for the social action project that includes the following:
        a. A short (one-page maxium) description of the social problem and why it was chosen.
        b. *Logic model* <u>(to be completed in class)</u> - use the logic model format provided in class, brainstorm the scope of the group social action project.
        c. *SMART Goals* – using the template provided, create a SMART goal statement and strategic objectives for the group social action project.
    4. ***Data Collection & Key Findings (5 – 7 pages)*** – accurate and relevant data is necessary to make informed decisions, improve services, and demonstrate impact. In this assignment, describe how information will be gathered, what resources will be used, how the data will/did inform program goals and objectives, and any key findings. Include the following information:
        a. Program context – succinct description of the project
        b. Data needs and purpose – describe what information will be required (e.g., demographic data, service utilization, existing services, goals, etc) and the purpose of the data collected (how will it be used)

    c. Data collection strategies, management, and analysis – what methods and/or types of data will be used (e.g. surveys, interviews, needs assessments, public records, focus groups), how the data will be managed and analyzed

    d. Ethical and confidentiality considerations – how will you ensure privacy, confidentiality, and informed consent (if applicable)

    e. Key findings

5. ***Social Action Project Report (Signature Assignment)*** – Write a 8 - 10 page report or a 10 to 15-minute multimedia presentation reflecting on the social action project. The report should include the following:

    a. *Introduction* – a brief description of the social action project and it's importance

    b. *Analysis of the social problem* – provide a summary of the key findings from your research that includes causes and contributing factors, the impact to your target population, summary of existing policies and interventions

    c. *Social action project overview* – succinct description of the goals, objectives, activities, and key stakeholders

    d. *Successes and challenges* – what worked well, what obstacles were experienced, what would you do differently

    e. *Recommendations for future action* – provide specific actionable recommendations for policy changes, community partnerships, advocacy strategies, etc. for other groups

    f. *Conclusion* – summarize key insights and lessons learned

6. ***Group Presentation*** - During the final exam period, each group will have 10 minutes to present to the entire class. Plan 5 minutes to "pitch" the program and 5 minutes to answer questions from the audience. The goal for the group presentation is to move the audience to action - (donate/volunteer/approve). The presentation slides (no more than 3) must be submitted to LearningHub by April 29, 2026.

Credit Hour Definition: Estimation of Time Use for Completing Assignments for this Course

A graduate 3-credit course requires a total of 180 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 180 hours will be distributed in the following activities:

- Class lectures : 15 hours

- Synchronous class activities: 15 hours

- Reading: 20 - 30 hours

- Written assignments: 50 - 65 hours

- Presentations: 5 hours

Throughout the semester there may be points where synchronous Zoom meetings will be held in place of face-to-face meetings in the classroom. Attendance will be taken during Zoom meetings per the course attendance policy.

Zoom Etiquette Expectations:

> • All cameras on for entire session (you can use a background if you wish)
>
> • Please mute yourself when you are not speaking
>
> • This is considered class time, set-up a location with minimal distractions
>
> • Be on time.
>
> • Remember there is a participation option in zoom with the ability to raise your hand, give a thumbs up etc.
>
> • Remember there is a chat option in Zoom also.
>
> • Dress appropriately. I recommend that you let your roommates know when you will be Zooming so that they are also dressed appropriately during the class period.

Faculty/Student Communication Recommendations

To promote better communication between students and teachers as well as advisory relationships in the Social Work Department it is recommended that:

1. Students should first identify the faculty member's preferred form of communication. Faculty will list their preferred communication method in their syllabi and on their office doors. The University's preferred form of communication is email.

2. It is recommended that the faculty member respond within 24 business hours in most cases but in no more than 48 business hours. The response will include, at minimum, acknowledgment of said communication and projected follow up.

3. If the student has not received any form of communication from the faculty member within those 48 hours, they should respectfully make a follow-up contact inquiring if the first contact was received. If no reply is received within the next 24 hours, students should copy their email to the office manager who will help to follow-up with the faculty member.

4. Students also have the similar responsibility of responding to communication sent by faculty members and are expected to respond also within the 24-48 hours of initial contact, specifically if the form of communication was individual.

Student Responsibility

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Learning Hub, and iVue alerts regularly.

Professional Academic Behavior

1. Arrive to class functions ON TIME (attendance will be taken – 3 tardies = one hour absence).
2. Arrive prepared.
3. Attend all class sessions (departmental policy states that missing two classes drops your grade by one letter.
4. Be attentive during class discussions.
5. Demonstrate a commitment to and enthusiasm for learning.
6. Actively participate in class discussions and group projects. Those who disrupt the class (talk/whispering, clowning, play/use e-devices, etc.) or over-participate (in other words, monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate).
7. Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website. Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.
8. Assess personal and educational needs and interact with the professor as necessary.
9. Have assignments completed and ready to submit on date due before class.
10. Present assignments typed and in APA format.
11. Make sure all assignments and exams reflect only your own original work and any citations are credited with academic integrity (see below for the full policy).
12. Adhere to the *Social Work Code of Ethics*.

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

In addition, Andrews University Department of Social Work expects each student who is a declared social work major to read, know, and integrate the ten (10) professional expectations which are listed in the Andrews University Department of Social Work Handbook.

Thus the social work student is expected to:
1. Demonstrate professionalism
2. Apply appropriate stress management skills
3. Demonstrate Christian perspective
4. Have a commitment to learning
5. Utilize constructive feedback
6. Follow professional ethical conduct
7. Utilize critical thinking
8. Demonstrate Interpersonal skill
9. Integrate problem solving skills
10. Advocate for Diversity and difference

Process to Address Unprofessional Behavior:
1. Faculty member discusses issue with student(s) resolution can take place at this level. The resolution is in writing, is signed by both student and faculty member, implemented

immediately and is mentioned in faculty meeting (for the purpose of including it in the minutes)

2. For situations not resolved the matter is taken to faculty meeting (the student must have the situation stated in writing) and the faculty make a recommendation for how to proceed.

AU Generative AI Policy
Policy Language Owner – School of Social Work

The use of generative AI in assignments, tests, quizzes, and other class activities is subject to varying policies established by each course's faculty. These policies may be restrictive, permissive, or mixed. It is the student's responsibility to review the generative AI policy specific to each course and consult the faculty of record before using such technology. *School of Social Work Handbooks, 2025.*

The AI policy for this course is in the next section (IX) "Course Specific Policies".

Academic Accommodations
Policy Language Owner - Student Success

Accessibility and Accommodations Statement: Andrews University is dedicated to ensuring that students with disabilities have the support services and reasonable accommodations needed to provide equal access to academic programs and housing. To request an accommodation, you must establish your eligibility by working with AU Disability Support Services (Nethery Hall 210, disabilities@andrews.edu, (269) 471-6096).
Additional information can be found at
https://www.andrews.edu/services/sscenter/about/accessibility-accommodations.html.

Note that services are confidential, may take time to initiate, and are not retroactive. In addition, captions and alternate media for print materials may take three or more weeks for process completion. Please contact the Student Success Center office as soon as possible if accommodations are needed.

School of Social Work Accommodations Policy

It is the student's responsibility to work with the Student Success Center to access academic accommodation. The School of Social Work urges students with visible or invisible disabilities to promptly seek these accommodations. Course instructors are not authorized to provide official academic accommodations. All students experiencing academic challenges are encouraged to discuss their concerns with their academic advisor who can provide additional guidance. However, students should not expect the requirements for successful completion of classes and programs to be significantly changed or reduced.

Accommodations could include: Alternate formats – large print, e-text, etc.; note taker or recording of lecture/labs; interpreters; extended testing time; quiet / distraction reduction measures; and check-in appointments.

Instructions for Accessing Accommodations:

1. **Recognize your need** for accommodation and proactively **contact the Student Success Center** at 269-471-6096 or success@andrews.edu. **Schedule an appointment** to meet with a Student Success advisor.

2. Discuss **specific academic needs** and challenges with student success and **identify solutions and services** that address your academic needs which could include: exam arrangements, reading materials, or note-taking assistance, etc.
3. **Share your official plan** from Student Success with your instructors and/or the Director of Practicum Education.
4. **USE accommodations** plan to fully participate in academic life and **follow up** regularly with Student Success to make any adjustments to your plan as needed.

Examinations
"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time".
AU Bulletin

Attendance

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Attendance

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records". *AU Bulletin 2014-2015 – Student Responsibilities, page 30*

Class Attendance

"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin 2014-2015 – Student Responsibilities, page 30*

Teacher Tardiness

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean". *AU Bulletin 2014-2015 – Student Responsibilities, page 30.*

Excused Absences

"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher".

AU Bulletin

Emergency Protocol

(this AU statement is required in all syllabi) Policy Language Owner: Campus Safety
Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Academic Integrity

Policy Language Owner - Academic Integrity Council
Full policy here.
Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

Language and Grammar

There is an expectation that a student enrolled in a college courses possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Andrews University Educational Recording Policy

IX.   COURSE SPECIFIC POLICIES

Late Submission Contract

Late submission arrangements may be made for assignments due during an excused absence. Unexcused late assignments will not be accepted unless prior arrangements are made with the course instructor. If arrangements have been made, the late penalty is 10% off the achieved grade for the first week and 20% off thereafter. All late work is due by the last class period (before finals week). Contracts must be completed for all occasions.

AI Policy
Course-Specific Policy

This policy covers any generative AI tool, such as ChatGPT, Co-Pilot, etc. This includes but is not limited to text and artwork/graphics/video/audio. It is expected that all work is a student's original work without the additional aid of AI unless explicitly directed by the professor to do so. Your professor is focused on you learning the processes and procedures, not just a finished product; use of AI eliminates this practice. Use of AI, when not directed to do so by the professor, will result in a conversation with your professor concerning academic integrity practices."

1. You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so.
2. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment.
3. If AI use is permitted, you must indicate what part of the assignment was created by AI and what was created by you. No more than 25% of an assignment should be created with AI unless otherwise stated.

Inclement Weather Policy

In case of weather that warrants cancellation of classes on campus by the University, an alternative web-based class will be conducted at the regularly scheduled class time. The www.zoom.com platform will be used to deliver the content and your professor will send you an invitation to join the session. Students are expected to either attend the live session online or view the session before the beginning of the next class period. If the student chooses to view the session later, a one-page summary of the content must be provided by the subsequent class period to obtain related attendance points. All assignments are due as scheduled in the syllabus.

X.   CLASS SCHEDULE

UNDER CONSTRUCTION

WEEK	TOPIC	ASSIGNMENTS
1	**Lecture Topic**: Course Overview & Project Brainstorming **Learning Goals**: ● Syllabus & learningHub essentials ● Course structure - group policies, process, and grading **In Class Activity**: ● Social problem prioritization activity	● Read Kettner Ch. 3 ● Watch Lecture video ● Watch Why Your Team Fails Without These 9 Roles ● Content check-in – Week 1
2	NO CLASS	● DUE: Social Problem Prioritization

3	**Lecture Topic:** Collaboratively Defining & Addressing Social Problems
	In Class Activity:
	● Establish groups
	● Ground Rules Brainstorming
		● Read Kettner Chapters 1 & 2
		● Watch Lecture videos
		  ○ Chapter 1
		  ○ Chapter 2
		● Watch Design Thinking video
		● Complete Week 3 Check-in

4	**Lecture Topic**: Planning & Design Thinking **In Class Activity**: ● Design Thinking activity ● Social Action Group work	● DUE: Team Charter ● Kettner Ch 4 & 6 ● Watch Logic Model video ● Watch SMART Goals video ● Complete Week 4 Check-in
5	**Lecture Topic**: Concept of Need & Hypothesis **In Class Activity:** ● Logic Model ● SMART Goals	● Kettner Ch 7 ● Complete Week 6 Check-in
6	NO CLASS	●
7	**Lecture Topic:** Program Goals, Objectives, and Activities **In Class Activity:** ● Group work - refine *Goals & Activities*	● DUE: Goals & Objectives ● Kettner Ch 8
8	**Lecture Topic:** Effective Program Design **In Class Activity:** ● Group work on Social Action Project	● Kettner Ch 9 ● Complete Week 8 Check-in

9	**Lecture Topic:** Data & Information Management **In Class Activity:** • Data Collection activity	• Kettner Ch 5
10	MARCH BREAK	
11	**Lecture Topic:** Measuring Outcomes **In Class Activity:** • Defining and measuring success activity	• DUE: Data Collection & Key Findings • Kettner Ch 10 & 11 • Complete Week 11 Check-in
12	**Lecture Topic:** Monitoring & Evaluation **In Class Activity:** • Group work on Social Action Project	• Kettner Ch 12 & 13 • Complete Week 12 Check-in
13	**Lecture Topic:** Financial Management & Planning • Group work on Social Action Project	• Complete Week 13 Check-in
14	• Group work on Social Action Project	
15	• Group work on Social Action Project	• After Action Report DUE
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XI.   INSTRUCTOR PROFILE

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https://www.andrews.edu/cas/socialwork/faculty/twyla-smith.html

XII.   RUBRICS

Under Construction