Syllabus

Course Overview

This course provides a synthesis of all social work practice systems. You will apply critical thinking skills as you delve into the identification of social work values and ethics; the assessment of professional behaviors and skills; the engagement of cultural competence; the integration of research, knowledge, human behavior, and theory; and the application and analysis of social work best practice, social justice, policy, technology, and leadership.

Course Project–Model Program

In this capstone course, you will integrate all advanced generalist practice behaviors. In your course assignments, you will integrate the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.

Masters of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, 21st-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills, the strengths perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners will develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners will engage in face-to-face residency experiences.

Webinars

To help you be successful in your program, your instructor is holding an introductory webinar during the first week of the course. This webinar introduces you all aspects of your degree program and provides you with an opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the Adobe Connect technology tool, both to enable you to connect live (synchronously) and to enable you to view the recorded session afterwards. See the Unit 1 study entitled Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and papers, your instructor will present live (synchronous) webinars during several units of the course and will be holding *office hours* for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up to date on the Announcements and the Updates and Handouts sections of the courseroom.

In each course, the instructor will conduct a minimum of two webinars:

- Welcome and course overview.
- Course assignments and project. **Note:** The instructor may choose to conduct more than one topical webinar during the course.

Adobe Connect Activities

This course requires learners to attend synchronous (live) and asynchronous (recorded) meetings via Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Behaviors, and Learning Outcomes

Note: EPAs refer to the Council on Social Work Education, 2015 Educational Policy and Accreditation Standards. The standards are used for accreditation purposes for master's level social work programs. The purpose of the EPAs is to establish consistent academic and professional expectations across all social work programs.

Educational Policy and Accreditation Standards Competency and Expected Learning Outcomes

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
Competency 1: Demonstrate Ethical and Professional Behavior	**C1.SP.A** Apply professional use of self and leadership skills with colleagues, clients, groups, organizations, and communities.	**u04a1: Systems Analysis** Learners will analyze and assess at-risk populations within their communities (for example, homeless, mental health, domestic violence, or high-risk youth). Learners will use this information to develop Model Program Presentations, due in Unit 10, which analyze, address, and apply specific interventions and evaluations to address their selected at-risk populations' needs using evidenced based and ethical practices to avoid harm to clients and demonstrate the professional use of self. This competency will be measured by the following grading criteria: 7. Identify the professional use of self to include personal strengths and needs in working with colleagues, clients, organizations, and communities that address and advance social and economic justice issues. **u10a1: Model Program PowerPoint Presentation** As the final assignment in their capstone projects, learners will integrate all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.

This competency will be measured by the following grading criteria:

5. Apply leadership in the application of ethical principles, problem-models, and ethical decision making used within a model program for an identified at-risk population.

6. Integrate the ethical and effective use of technology within a model program in the work with an at-risk population, organization, and community that the program will serve.

12. Provide a self-reflection of the ability to conduct a model program, and the needs and strengths in working with a high-risk population and the community they live in. |
| **Competency 1: Demonstrate Ethical and Professional Behavior.** | **C1.SP.B**

Articulate and provide leadership in the application of the core. values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work.

C1.SP.C | **u07a1: Literature Review**

For this assignment, learners will develop model programs to analyze the needs of their selected at- risk populations. They will ultimately apply best |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
	Integrate the ethical and effective use of technology at all levels of practice in the specialization of advanced generalist social work with individuals, families, groups, organizations, and communities.	practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs. This competency will be measured by the following grading criteria: 3. Identify how to employ ethical and effective use of technology as an advanced generalist social worker. 4. Provide an ethical problem-solving model that would guide ethical decision making while working with at-risk youth and their families. **u10a1: Model Program PowerPoint Presentation** As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities. Learners will integrate leadership skills, and the

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		ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities. This competency will be measured by the following grading criteria: 5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision making used within a model program for an identified at-risk population. 6. Integrate the ethical and effective use of technology within a model program in the work with an at-risk population, organization, and community that the program will serve. 12. Provide a self-reflection of the ability to conduct a model program, and the needs and strengths in working with an at-risk population and the community they live in.
Competency 2: Engage Diversity and Difference in Practice	**C2.SP.A** Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies with diverse clients, families, groups, organizations, and communities. **C2.SP.B** Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations.	**u04a1: Systems Analysis** Learners will analyze and assess at-risk populations within their communities (for example, homeless, mental health, domestic violence, or high-risk youth). Learners will use this information to develop Model Program Presentations, due in Unit 10, which analyze,

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		address, and apply specific interventions and evaluations to address their selected at-risk populations' needs using evidenced based and ethical practices to avoid harm to clients and demonstrate the professional use of self.

This competency will be measured by the following grading criteria:

    1. Analyze an at-risk population, including strengths and weaknesses.

    4. Apply strategies to engage in diversity and difference based on the at-risk population's demographics.

    5. Analyze how the influence of relationships, intervention techniques, and technologies are impacted by the dimension of difference and diversity.

u07a1: Literature Review

For this assignment, learners will develop model programs to analyze the needs of their selected at- risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will |

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		write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs.
		This competency will be measured by the following grading criteria:
		2. Evaluate the most appropriate theoretical frameworks to work with an at-risk population.
		5. Identify best practices on how to address the influence of diversity on relationships and interventions with an at-risk population.
		u10a1: Model Program PowerPoint Presentation
		As the final assignment in their capstone projects, learners will integrate all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities.
		Learners will demonstrate critical thinking and decision-making by integrating leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.

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		This competency will be measured by the following grading criteria: 4. Analyze how a model program will implement best practices while working with diverse populations.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	**C3.SP.A** Apply leadership skills, decision-making and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change. **C3.SP.B** Apply leadership behaviors by engaging in reflective and professional practices that address and advance social, economic, and environmental justice issues.	**u04a1: Systems Analysis** Learners will analyze and assess at-risk populations within their communities (for example, homeless, mental health, domestic violence, or high-risk youth). Learners will use this information to develop Model Program Presentations, due in Unit 10, which analyze, address, and apply specific interventions and evaluations to address their selected at-risk populations' needs using evidenced based and ethical practices to avoid harm to clients and demonstrate the professional use of self. This competency will be measured by the following grading criteria: 2. Analyze the identified population's community systems, including an evaluation of leadership, technology, political, economic, social cultural, geographical, and environmental contexts. 6. Assess the population's needs and services based

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		on the systems analysis.
		7. Identify the professional use of self to include personal strengths and needs in working with colleagues, clients, organizations, and communities that address and advance social and economic justice issues.
		u10a1: Model Program PowerPoint Presentation
		As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities.
		Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.
		This competency will be measured by the following grading criteria:
		2. Apply leadership skills, best practices, and emerging technologies used within a model program to address political, social, cultural, geographical, and environmental contexts.

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		7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
		8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
		12. Provide a self-reflection of the ability to conduct a model program, and the needs and strengths in working with an at-risk population and the community they live in.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	**C3.SP.C** Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice.	**u07a1: Literature Review** For this assignment, learners will develop model programs to analyze the needs of their selected at-risk populations. They will ultimately apply best practices, leadership skills

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		based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs. This competency will be measured by the following grading criteria: 8. Explain how evolving leadership, technology, political, economic, social, cultural, geographical, and environmental contexts apply to an at-risk population. **u10a1: Model Program PowerPoint Presentation** As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities. Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families,

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		groups, organizations, and communities. This competency will be measured by the following grading criteria: 2. Apply leadership skills, best practices, and emerging technologies used within a model program to address political, social, cultural, geographical, and environmental contexts. 7. Promote social and economic justice and wellbeing with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program. 8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups,

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		organizations, and communities.

12. Provide a self-reflection of the ability to conduct a model program, and the needs and strengths in working with a high-risk population and the community they live in. |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** | **C4.SP.A**

Apply leadership skills, decision making and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings. | **u07a1: Literature Review**

For this assignment, learners will develop model programs to analyze the needs of their selected at- risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs.

This competency will be measured by the following grading criteria:

. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk |

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		population, family, group, or community that includes engagement, assessment, interventions, and evaluations.
		u10a1: Model Program PowerPoint Presentation
		As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities.
		Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.
		This competency will be measured by the following grading criteria:
		1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.
Competency 5: Engage in Policy Practice	**C5.SP.A** Apply leadership skills and decision making as social change agents to collaborate with clients, colleagues, and identified stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, and groups.	**u07a1: Literature Review** For this assignment, learners will develop model programs to analyze the needs of their selected at-risk populations. They will

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		ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs. This competency will be measured by the following grading criteria: 7. Discuss what leadership skills would be needed as a change agent to collaborate with stakeholders to advance social and economic well-being. **u10a1: Model Program PowerPoint Presentation** As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities. Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families,

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		groups, organizations, and communities. This competency will be measured by the following grading criteria: 8. Apply leadership skills as social change agents to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	**C6.SP.A** Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging colleagues, individuals, families, groups, organizations, and communities.	**u10a1: Model Program PowerPoint Presentation** As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities. Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities. This competency will be measured by the following grading criteria:

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		1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.
		3. Analyze theories that apply to an at-risk population through a model program.
		5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population
		7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
		8. Apply leadership skills as social change agents to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-

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		assisted social work services to individuals, families, groups, organizations, and communities. 9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	**C6.SP.B** Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice engagement with individuals, families, groups, organizations, and communities. **C6.SP.D** (Engage) Apply leadership, technology, critical thinking, decision making and interpersonal skills to actively engage in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals.	**u07a1: Literature Review** For this assignment, learners will develop model programs to analyze the needs of their selected at-risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs.

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		This competency will be measured by the following grading criteria: 1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change. 6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or community that includes engagement, assessment, interventions, and evaluations. 9. Apply the most appropriate human behavior theory to use within a program to address the needs of the individual, family, and community. **u10a1: Model Program PowerPoint Presentation** As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities.

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		Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.

This competency will be measured by the following grading criteria:

1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.

3. Analyze theories that apply to an at-risk population through a model program.

5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.

7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive |

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		change within a model program. 8. Apply leadership skills as social change agents to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities. 9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	**C6.SP.C** Apply leadership skills and emerging technologies in the specialization of advanced generalist social work practice when engaging with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.	**u07a1: Literature Review** For this assignment, learners will develop model programs to analyze the needs of their selected at-risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to

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		address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs. This competency will be measured by the following grading criteria: 1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change. **u10a1: Model Program PowerPoint Presentation** As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities. Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.

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		This competency will be measured by the following grading criteria:
		1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.
		3. Analyze theories that apply to an at-risk population through a model program.
		5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.
		7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
		8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community

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		stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities. 9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	**C7.SP.A** Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities. **C7.SP.D** (Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.	**u04a1: Systems Analysis** Learners will analyze and assess at-risk populations within their communities (for example, homeless, mental health, domestic violence, or high-risk youth). Learners will use this information to develop Model Program Presentations, due in Unit 10, which analyze, address, and apply specific interventions and evaluations to address their selected at-risk populations' needs using evidenced based and ethical practices to avoid harm to clients and

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		demonstrate the professional use of self.

This competency will be measured by the following grading criteria:

2. Analyze the identified population's community systems, including an evaluation of leadership, technology, political, economic, social, cultural, geographical, and environmental contexts.

3. Analyze the at-risk community's systems.

u07a1: Literature Review

For this assignment, learners will develop model programs to analyze the needs of their selected at- risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs.

This competency will be measured by the following grading criteria: |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change. 6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or community that includes engagement, assessment, interventions, and evaluations. 9. Apply the most appropriate human behavior theory to use within a program to address the needs of the individual, family, and community. **u10a1: Model Program PowerPoint Presentation** As the final assignment in their capstone projects, learners will integrate all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities. Learners will demonstrate critical thinking and decision-making by integrating leadership

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		skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.

This competency will be measured by the following grading criteria:

1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.

3. Analyze theories that apply to an at-risk population through a model program.

5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision making used within a model program for an identified at-risk population.

7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.

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		8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities. 9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve of a model program. 10. Apply assessment instruments, leadership skills, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of an at-risk community.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	**C7.SP.B** Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when assessing individuals, families,	**u07a1: Literature Review** For this assignment, learners will develop model programs to analyze the needs of their

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
	groups, organizations, and communities.	selected at- risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs. This competency will be measured by the following grading criteria: 1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change. 6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an atrisk population, family, group, or communities that includes engagement, assessment, interventions, and evaluation.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		9. Apply the most appropriate human behavior theory to use within a program to address the needs of the individual, family, and community.
		u10a1: Model Program PowerPoint Presentation
		As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities.
		Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.
		This competency will be measured by the following grading criteria:
		1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.
		3. Analyze theories that apply to an at-risk population through a model program.
		5. Apply leadership in the

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.

7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.

8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.

9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		community to achieve goals of a model program. 10. Apply assessment instruments, leadership skills, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of an at-risk community.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	**C7.SP.C** Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice when assessing individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.	**u04a1: Systems Analysis** Learners will analyze and assess at-risk populations within their communities (for example, homeless, mental health, domestic violence, or high-risk youth). Learners will use this information to develop Model Program Presentations, due in Unit 10, which analyze, address, and apply specific interventions and evaluations to address their selected at-risk populations' needs using evidenced based and ethical practices to avoid harm to clients and demonstrate the professional use of self. This competency will be measured by the following grading criteria: 2. Analyze the identified population's community systems, including an evaluation of leadership, technology,

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		political, economic, social cultural, geographical, and environmental contexts. 3. Analyze the at-risk community's systems. **u07a1: Literature Review** For this assignment, learners will develop model programs to analyze the needs of their selected at- risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs. This competency will be measured by the following grading criteria: 1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		u10a1: Model Program PowerPoint Presentation As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities. Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities. This competency will be measured by the following grading criteria: 1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied. 3. Analyze theories that apply to an at-risk population through a model program. 5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
		8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
		9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.
		10. Apply assessment instruments, leadership skills, technology, critical thinking, and interpersonal skills

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		to identify problems, and assess and analyze capacities, strengths, and needs of an at-risk community.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	**C8.SP.A** Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities. **C8.SP.B** Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice intervention with individuals, families, groups, organizations, and communities. **C8.SP.C** Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice intervention with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability. **C8.SP.D** (Intervene) Apply leadership, technology, critical thinking, decision making, and interpersonal skills in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities to achieve goals.	**u07a1: Literature Review** For this assignment, learners will develop model programs to analyze the needs of their selected at-risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs. This competency will be measured by the following grading criteria: 1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or communities that includes engagement, assessment, interventions, and evaluation.
		9. Apply the most appropriate human behavior theory to use within a program to address the needs of the individual, family, and community.
		u10a1: Model Program PowerPoint Presentation
		As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities.
		Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.
		This competency will be measured by the following grading criteria:
		1. Apply leadership, technology, critical thinking,

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.
		3. Analyze theories that apply to an at-risk population through a model program.
		5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.
		7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
		8. Apply leadership skills as social change agents to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups,

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		organizations, and communities. 9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**C9.SP.A** Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology evaluations with colleagues, individuals, families, groups, organizations, and communities. **C9.SP.B** Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities. **C9.SP.C** Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice evaluation with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability. **C9.SP.D** Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice evaluation. **C9.SP.E** (Evaluate) Apply leadership, technology, critical thinking, decision making and interpersonal skills in the specialization of advanced generalist practice evaluation of interventions with individuals, families, groups, organizations, and communities.	**u07a1: Literature Review** For this assignment, learners will develop model programs to analyze the needs of their selected at- risk populations. They will ultimately apply best practices, leadership skills based on the professional core values, theoretical frameworks, evidence-based interventions, and appropriate human behavior theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs. This competency will be measured by the following grading criteria: 1. Evaluate leadership skills that are needed to develop and

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.

6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or communities that includes engagement, assessment, interventions, and evaluation.

8. Explain how evolving leadership, technology, political, economic, social, cultural, geographical, and environmental contexts apply to an at-risk population.

9. Apply the most appropriate human behavior theory to use within a program to address the needs of the individual, family, and community.

u10a1: Model Program PowerPoint Presentation

As the final assignment in their capstone projects, learners will demonstrate critical thinking and decision making by integrating all advanced generalist practice behaviors by developing |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		model programs for at-risk populations within their communities.

Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.

This competency will be measured by the following grading criteria:

    1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.

    2. Apply leadership skills, best practices, and emerging technologies used within a model program to address political, social, cultural, geographical, and environmental contexts.

    3. Analyze theories that apply to an at-risk population through a model program.

    5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		identified at-risk population.
		7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
		8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
		9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.
		11. Develop an evaluation plan for the leadership, technology, critical thinking,

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Practice Alignment to Assignment
		and interpersonal skills in advanced generalist practice evaluation of interventions with an at-risk population in a model program.

Unit Assignments and Alignment to Competencies/Practice Behavior

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Capella University Master of Social Work Program strives to build competency in its learners in ten areas. Specific core competencies are accomplished through course objectives stated in terms of underlying practice behaviors comprised by the competency standard. This course contributes to learners' mastery of the following specific core competencies through the respective practice behaviors and assignments:

Assignments / Learning Activity Weights

Activity		Alignment to Competency / EPAs / Practice Behavior
1. Discussion Participation		Not Applicable
2. Model Program PowerPoint Presentation Course Project		
u04a1: Systems Analysis Learners will analyze and assess at-risk populations within their communities (for example, homeless, mental health, domestic violence, or high-risk youth). Learners will use this information to develop Model Program PowerPoint Presentations, due in Unit 10, which analyze, address, and apply specific interventions and evaluations to address their selected at-risk populations' needs.		C1.SP.A. C2.SP.A, C2.SP.B, C3.SP.A, C3.SP.B, C7.SP.A, C7.SP.C, C7.SP.D
u07a1: Literature Review For this assignment, learners will develop model programs to analyze the needs of their selected at-risk populations. They will ultimately apply best practices, leadership skills, theoretical frameworks, evidence-based interventions, and appropriate human behavior		C1.SP.B, C1.SP.C, C2.SP.A, C2.SP.B, C3.SP.C, C4.SP.A, C5.SP.A, C6.SP.B, C6.SP.D, C7.SP.A, C7.SP.B, C7.SP.D, C8.SP.A, C8.SP.B, C8.SP.C, C8.SP.D, C9.SP.A, C9.SP.B, C9.SP.C, C9.SP.D, C9.SP.E

Activity		Alignment to Competency / EPAs / Practice Behavior
theories to address the needs of the individual, family, and community. Learners will write literature reviews of evidence-based practice and program evaluation methods for social work programs, including which human behavior theories would be most effective in working with the populations in their programs.		
u10a1: Model Program PowerPoint Presentation As the final assignment in their capstone projects, learners will integrate all advanced generalist practice behaviors by developing model programs for at-risk populations within their communities. Learners will integrate leadership skills, and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.		C1.SP.A, C1.SP.B, C1.SP.C, C2.SP.A, C2.SP.B, C3.SP.A, C3.SP.B, C3.SP.C, C4.SP.A, C5.SP.A, C6.SP.A, C6.SP.B, C6.SP.C, C6.SP.D, C7.SP.A, C7.SP.B, C7.SP.C, C7.SP.D, C8.SP.A, C8.SP.B, C8.SP.C, C8.SP.D, C9.SP.A, C9.SP.B, C9.SP.C, C9.SP.D, C9.SP.E

Course Competencies (Read Only)

To successfully complete this course, you will be expected to:

1.   Competency 1: Demonstrate Ethical and Professional Behavior.

2.   Competency 2: Engage Diversity and Difference in Practice.

3.   Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

4.   Competency 4: Engage In Practice-informed Research and Research-informed Practice.

5.   Competency 5: Engage in Policy Practice.

6.   Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

7.   Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

8.   Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

9.   Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

10.   Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisite(s): Completion of or concurrent registration in SWK5528. Cannot be fulfilled by transfer.

Syllabus ❯❯ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum computer requirements. The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the Course Materials page on Campus for more information.
Adobe Connect Hardware:
     Headset with microphone
     External or built-in webcam
     Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Burghardt, S. (2014). *Macro practice in social work for the 21st century: Bridging the macro-micro divide* (2nd ed.). Thousand Oaks, CA: Sage.
- Gitterman, A., & Sideriadis, L. A. (2014). Social work practice with vulnerable and resilient populations. In A. Gitterman (Ed.), *Handbook of social work practice with vulnerable and resilient populations* (pp. 1–30). New York, NY: Columbia University Press.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Allen, K. (2012). What is an ethical dilemma? Retrieved from http://www.socialworker.com/feature-articles/ethics-articles/What_Is_an_Ethical_Dilemma%3F
- NASW. (n.d.). Essential steps for ethical problem-solving. Retrieved from http://www.naswma.org/?100
- National Association of Social Workers (NASW). (n.d.). Retrieved from https://www.socialworkers.org
- National Association of Social Workers. (2017). Code of Ethics. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
- Reamer, F. G. (2002). Eye on ethics. Social Work Today. Retrieved from http://www.socialworktoday.com/news/eoe_101402.shtml
- SAMHSA. (2016). National registry of evidence-based programs and practices. Retrieved from http://www.samhsa.gov/nrepp

Suggested

Optional

Projects

Project ❯❯ Model Program Presentation

Project Overview

In this capstone course, you will integrate all advanced generalist practice behaviors. In your course assignments, you will integrate the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities. This will be applied through identifying an at-risk community where you will perform a systems analysis and identify the at-risk population's needs. Additionally, you will identify and apply best practices by developing a literature review on evidence-based practices and theory. Your completed course project, due in Unit 10, will integrate the systems analysis and literature review to develop a model program presentation to meet the identified needs by applying evidence-based practices and theory using leadership skills and emerging technologies.

The course project consists of three assignment components. These components, detailed below, are due in Units 4, 7, and 10 throughout the 10-week course.

- Unit 4: Systems Analysis
  - The analysis and assessment of an at-risk population, including statistics and demographics, strengths and limitations, community systems, dimensions of diversity. This is the first building block for the course project.

- Unit 7: Literature Review
  - A literature review helps to validate your population analysis and provide the theoretical support for the proposed solutions you will include in your model program. In this part of the course project, you will search the literature to identify, among other things, best practices to embrace the diversity of your population, to determine what leadership skills need to be exercised, to explore what and how to best use technology, and the most appropriate human behavior theory to use as framework for your model.

- Unit 10: Model Program Presentation
  - The culmination of the course project is a compilation of the population analysis and their needs and, considering the literature support you found, propose a model program or intervention.

Project Requirements

Your final project should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.

- **APA formatting:** Resources, citations, title page, running head, and reference page are formatted according to current APA style and formatting standards.
- **Cited resources:** Minimum of 10 scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of presentation:** 18–20 slides.

Unit 1 ≫ Welcome

Introduction

This course is designed to provide you with the opportunity to demonstrate a synthesis of all social work practice systems. A hallmark of the social work profession is a focus on micro, mezzo, and macro systems for both analysis and intervention. Social workers have a professional obligation to address the needs of "all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (NASW Code of Ethics, 2017). For this course, you will choose an at-risk population in their community to explore deeply over the span of the quarter. For the course project, you will create and present a model program designed to address needs of the at-risk population explored.

Reference

National Association of Social Workers. (2017). NASW Code of Ethics. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Learning Activities

u01s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Chapter 1, "Social Work Practice with Vulnerable and Resilient Populations," pages 1–30, from Gitterman's 2014 book, *Handbook of Social Work Practice With Vulnerable and Resilient Populations*.

Note: Please note that this book only allows three simultaneous users. If you get in, please download the chapter to PDF and then exit the book immediately to give other learners a chance to access the title. If you receive a message that you are not allowed to access the book, try back again later.

u01s2 - Systems Analysis Preparation

In preparation for the first assignment, due in Unit 4, read the assignment instructions and scoring guide. Using experience acquired in previous course and field work, select an at-risk population within your community for this course project. Please remember that the assignments in this course are building blocks for the course project. Examples of the at-risk population you may choose include homeless people, patients of mental health resources, survivors of domestic violence, or high-risk youth. Consider the following points:

- Is the issue that makes the chosen population an at-risk one or an emerging one?
  - Based on your answer to this question, select potential data sources you may use to analyze the chosen population. If you have an emerging at-risk issue, some of your data sources may not be peer-reviewed. You may need to consult local artifacts, like newspapers, or conduct personal interviews, with local leaders, for example.

u01s3 - Using Adobe Connect and Course Work Preparation

Check the Updates and Handouts as early as possible this week to find the time and connection information for your instructor-led welcome webinar. This webinar is designed to welcome you to the course, give you a course overview, review the course project, and review the first assignment, due in Unit 4.

In this unit, you are required either to attend the welcome webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom.

You will have another webinar later in the course. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is in the resources for this study.

For your convenience, the PowerPoint presentation your instructor will use for this webinar is provided here: Welcome Webinar [PPT]

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

- If you have not already done so, set up and text your hardware, using the installation instructions provided by the manufacturer.
- Review the following instructions on the Using Adobe Connect support page on Campus:
  - Attend a Meeting.
  - Configuring Audio (for either Windows or Mac).

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact contact DisabilityServices@Capella.edu to request accommodations.

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u01d1 - At-Risk Populations

Describe at-risk populations you are familiar with, either from work or personal experience. What are the vulnerabilities and risk factors, identified in the reading, that place these populations at risk? What other risk factors would you include?

Response Guidelines

Reply to a minimum of one other learner. Based on their post, what resilience and protective factors, described in the reading can you identify? Describe how this resilience or protective factors helped an individual, a family, or a community to bounce back from adversity.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Describe factors that place populations at risk.
- Explain how a protective factor functioned to promote resiliency in a specific situation.
- Describe protective factors that help populations bounce back from adversity.

Unit 2 ≫ Choosing a Population to Explore

Introduction

Social workers work with and on behalf of vulnerable or at-risk populations. In this unit, you will identify an at-risk population to explore in this course. You should pick a population in your community. The local newspaper is often a good place to begin identifying at-risk populations in the community.

Learning Activities

u02s1 - Studies

Readings

Use Burghardt's _Macro Practice in Social Work for the 21st Century: Bridging the Macro-Micro Divide_ to complete the following:

- Read Chapter 3, "Using Engagement Skills to Improve Community Assessments," pages 53–89.
  - From the text: "This chapter emphasizes core competencies related to how social workers 'practice personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; and demonstrate professional demeanor in behavior, appearance, and communication'" (p. 55).

u02s2 - Systems Analysis Preparation

In preparation for the assignment due in Unit 4, complete the following steps:

- Analyze statistics and demographics of the at-risk population within your community.
- Analyze the client population's strengths and limitations.
- Analyze the community systems and include the following aspects:
  - Describe the leadership structure and how leaders impact the population.
  - Describe how the use of technology impacts this population.
  - Describe the political, economic, social cultural, geographical, and environmental contexts to shape the advanced generalist for this at-risk population.

Review the assignment description and scoring guide to understand how you will be evaluated.

u02d1 - Choosing an At-Risk Population

Choose an at-risk population in your community to explore in detail for the duration of this course. Describe what you know about that population. What do you still need to learn about the population in order to begin addressing needs within this population? Identify and explore websites or other sources for accurate information regarding your chosen at-risk population. What did you learn? What websites or sources are the most reliable? How do you know sources are reliable?

Response Guidelines

Respond to a minimum of one learner's initial post and identify what people, particularly community leaders, they should consider talking to in order to obtain the information you need about your target population's needs? Be specific. What roles do the leaders have in relation to the population or the community? Ensure you explain your rationale according to the literature and readings to show professional peer case consultation.

Course Resources

Graduate Discussion Participation Scoring Guide

- Identify an at-risk population in your community to analyze.
- Identify reliable data sources for information about at-risk populations.
- Identify the data needed for analyzing at-risk populations.

Unit 3 ›› NASW Code of Ethics and Serving At-Risk Populations

Introduction

Professional ethics are at the core of social work practice (NASW Code of Ethics, 2008). The profession of social work is guided and supported by the NASW Code of Ethics. The code of ethics is further broken down into standards and indicators, such as the Standards and Indicators for Cultural Competence. These values, principles, and standards serve as a guide for social work practice. In this unit, you will review the NASW's Preamble to the Code of Ethics and look closely at its Standards and Indicators for Cultural Competence.

Reference

National Association of Social Workers. (2017). NASW Code of Ethics. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Learning Activities

u03s1 - Studies

Readings

Use Burghardt's _Macro Practice in Social Work for the 21st Century_ text to complete the following:

- Read Chapter 7, "Why Can't We All Just Get Along?" pages 203–244.
  - From the text: "In this chapter, readers will be able to 'understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim'" (p. 205).

Use the Internet to complete the following:

- On the National Association of Social Workers (NASW) website, read:
  - NASW Code of Ethics (2017).
  - NASW Standards and Indicators for Cultural Competence.
    - To access this resource, go to the home page of the National Association of Social Workers and search for the title. The site provides versions that you can read online or print.

u03s2 - Systems Analysis Preparation

In preparation for the assignment due in Unit 4, complete the following steps:

- Analyze the dimensions and differentiation in diversity and apply the influence of relationships, intervention techniques, and technologies with diverse clients, families, groups, organizations, and communities.
  - Analyze how the influence of relationships, intervention techniques, and technologies may be impacted by the dimensions of difference and diversity.

- Assess this population's needs within your community.
  - Identify the needed resources, counseling, funding, and services for your target population (system) based on your systems analysis.

- Apply professional use of self with this population through identifying your strengths and needs in working with the colleagues, clients, organizations, and communities that address and advance social and economic justice issues.

Review the assignment instructions and scoring guide to understand how you will be evaluated.

u03d1 - Code of Ethics

Review the preamble for the NASW Code of Ethics (2017). Describe a social worker's responsibility in relation to community-level interventions. What does this mean to you in your community?

Response Guidelines

Respond to a minimum of one learner's initial post. Identify the one of the 10 standards in the NASW Code of Ethics that you consider to be a professional strength for you. How might one develop competence in the identified area?

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Code of Ethics

u03d1 - Learning Components

- Apply the NASW Code of Ethics.
- Describe how to apply self-reflection to professional development.
- Analyze self in regards to level of cultural competence.

Unit 4 ≫ Leadership Skills and Theoretical Framework

Introduction

Assessing and intervening with an at-risk population requires leadership skills (Burghardt, 2014). In this unit, you will have an opportunity to explore the concept of transformative leadership. Closely related to leadership skills is the lens through which the social worker views the at-risk population. The lens used impacts how social workers assess needs and formulate interventions; therefore, it is important for you to examine your perspectives. You will have the opportunity to identify and apply a theoretical framework to the population you have chosen to explore.

Reference

Burghardt, S. (2014). *Macro practice in social work for the 21st century: Bridging the macro-micro divide* (2nd ed.). Thousand Oaks, CA: Sage.

Learning Activities

u04s1 - Studies

Readings

Use Burghardt's *Macro Practice in Social Work for the 21st Century* text to complete the following:

- Read Chapter 6, "Leadership Development Through Relationship Building: 'Embody the Change You Seek,'" pages 158–201.
  - From the text: "This chapter emphasizes practitioner core competency in both Educational Policy 2.1.7, through its attention to how 'social workers are knowledgeable about human behavior across the life course . . . and the ways social systems promote or deter people in maintaining or achieving health and well-being,' and Educational Policy 2.1.9 as practitioners become 'informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice' and can 'recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively'" (p. 159).

u04a1 - Systems Analysis

Assignment Overview

This assignment will give you the opportunity to analyze and assess at-risk populations within their communities. For example, homeless, mental health, domestic violence, or high-risk youth. This information will help you develop the Model Program Presentation, due in Unit 10, which analyzes, addresses, and applies specific interventions and evaluations to address an at-risk populations' needs.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and advance practice behaviors:

- Competency 1: *Demonstrate Ethical and Professional Behavior.*
  - C1.SP.A: *Apply professional use of self and leadership skills with colleagues, clients, groups, organizations, and communities.*
  - C1.SP.B: *Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work.*
    - Related Assignment Criterion:
      - *7. Identify the professional use of self to include personal strengths and needs in working with colleagues, clients, organizations, and communities that address and advance social and economic justice issues.*

- Competency 2: *Engage Diversity and Difference in Practice.*
  - C2.SP.A: *Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies with diverse clients, families, groups, organizations, and communities.*
  - C2.SP.B: *Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations.*
    - Related Assignment Criteria:
      - *1. Analyze an at-risk population, including its strengths and limitations.*
      - *4. Apply strategies to engage in diversity and difference based on the at-risk population's demographics.*
      - *5. Analyze how the influence of relationships, intervention techniques, and technologies are impacted by the dimension of difference and diversity.*

- Competency 3: *Advance Human Rights and Social, Economic, and Environmental Justice.*
  - C3.SP.A: *Apply leadership skills, decision-making and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.*
  - C3.SP.B: *Apply leadership behaviors by engaging in reflective and professional practices that address and advance social, economic, and environmental justice issues.*
    - Related Assignment Criteria:
      - *2. Analyze the identified population's community systems including an evaluation of leadership, technology, political, economic, social, cultural, geographical, and environmental contexts.*
      - *6. Assess the identified population's needs and services based on the systems analysis.*
      - *7. Identify the professional use of self to include personal strengths and needs in working with colleagues, clients, organizations, and communities that address and advance social and economic justice issues.*

- Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities.*
  - C7.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.*
  - C7.SP.C: *Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice assessment with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
  - C7.SP.D: *Assess or Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *2. Analyze the identified population's community systems including an evaluation of leadership, technology, political, economic, social, cultural, geographical, and environmental contexts.*
      - *3. Analyze the at-risk community's current systems.*

Assignment Description

For this assignment, you will analyze and assess an at-risk population within your community, such as homeless people, patients of mental health resources, survivors of domestic violence, or high-risk youth. As the populations you will analyze may include or represent emerging issues, some of your data sources may not be peer-reviewed. You may need to consult local artifacts, like newspapers, or conduct personal interviews with people such as local leaders. Remember, you will use this information to develop a model program presentation, due in Unit 10, in which you will analyze, address, and apply specific interventions and evaluations to address the at-risk population's needs.

Assignment Instructions

In your assignment, include the following:

1. Analyze statistics and demographics of the at-risk population within your community.
2. Analyze the client population's strengths and limitations.
3. Analyze the community systems and include the following aspects:
   - Describe the leadership structure and how leaders impact the population.
   - Describe how the use of technology impacts this population.
   - Describe the political, economic, social, cultural, geographical, and environmental contexts to shape the advanced generalist for this at-risk population.
4. Analyze the dimensions and differentiation in diversity, and apply the influence of relationships, intervention techniques, and technologies with diverse clients, families, groups, organizations, and communities.
   - Analyze how the influence of relationships, intervention techniques, and technologies may be impacted by the dimensions of difference and diversity.
5. Assess the identified population's needs within your community.
   - Identify the needed resources, counseling, funding, and services for your target population or system based on your systems analysis.
6. Identify professional use of self with this population through identifying your strengths and needs in working with the colleagues, clients, organizations, and communities that address and advance social and economic justice issues.

Submission Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources, citations, title page, running head, and reference page should be formatted according to current APA style and formatting standards.
- **Cited resources:** Minimum of five scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** 5–8 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

APA Style and Format

Capella Writing Center

Capella University Library

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u04d1 - Transformative Leadership

In your course text, Burghardt promotes a transformative leadership approach for community social work. Describe what *transformative leadership* is. Do you think this approach would be successful in your community? Why or why not? What leadership skills do you need to develop or improve to be effective in your community? How will you go about developing those skills?

Response Guidelines

Reply to a minimum of one peer's initial post by using the Capella library to locate an article on theoretical frameworks for working with the at-risk population they chose to explore. Identify, describe, and apply the theoretical framework to your population and explain how the framework will inform the approach to social work with the identified population.

Course Resources

Graduate Discussion Participation Scoring Guide

Capella University Library

Unit 5 ≫ Ethical Problem Solving

Introduction

The NASW Code of Ethics (2017) provides guidance for social work practice. However, there are times when different parts of the code conflict, or when personal and professional values conflict. This creates an *ethical dilemma*. Social workers should have a working understanding of an ethical problem-solving approach to use when such dilemmas arise, and they inevitably will. In this unit, you will review a variety of ethical problem-solving models and anticipate ethical issues that could arise in their work.

Reference

National Association of Social Workers. (2017). NASW Code of Ethics. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Learning Activities

u05s1 - Studies

Readings

Use the Internet to complete the following:

- On the National Association of Social Workers (NASW) website, read Essential Steps for Ethical Problem-Solving.
- Read Reamer's 2002 article, "Eye on Ethics," from Social Work Today's website.
- Read Allen's 2012 article, "What Is an Ethical Dilemma?" from the Social Worker website.

u05s2 - Literature Review Preparation

In preparation for the assignment due in Unit 7, read the assignment instructions and scoring guide. Using the Social Work Masters Library Research Guide and the Capella library, research and select articles that you will use to write your 10–12 page literature review. Note that you are asked to review the literature of evidence-based practice and program evaluation methods for social work programs, including which human behavior theory would be most effective in working with the selected at-risk population for your program. Your goal is to locate at least eight articles to review. As you read your articles, remember to take notes, starting with the APA-style citation of the article, and write your notes using APA Style and Format for in-text citations, quotations, and writing.

Review the assignment instructions and scoring guide to understand how you will be evaluated.

u05s3 - Course Work Preparation

Check the Updates and Handouts as early as possible this week to find the time and connection information for your instructor-led webinar for this unit. This webinar is designed to review and answer questions you may have on the Literature Review assignment, due in Unit 7, and the Model Program Presentation, due in Unit 10.

In this unit, you are required either to attend this second webinar, Unit 5 Webinar [PPT], when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is in the resources for this study.

See the Unit 1 study, Using Adobe Connect and Course Work Preparation, for information on setting up Adobe Connect.

u05d1 - Ethical Problem Solving

Review the ethical problem-solving models presented in the first study of this unit. Using a search engine of peer-reviewed research (dated within the past 5 years), research other ethical problem-solving models. Identify one model and provide a brief overview. Identify what you see as the strengths and weaknesses of the model.

Response Guidelines

Reply to a minimum of one learner's initial post. Think of an ethical dilemma that could occur in your work with the at-risk population. Describe the potential dilemma and how you would apply an ethical problem-solving model to that situation.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Analyze ethical problem-solving models.
- Identify potential ethical dilemmas.
- Apply an ethical problem-solving model to an ethical dilemma.

Unit 6 ≫ Theories of Human Behavior

Introduction

There are a wide variety of theories related to human behavior. Essentially, human behavior theories address the question, "why do people do the things they do?" The theory about human behavior is the lens through which others' behaviors are assessed. That lens impacts how one interprets, labels, and responds to human behavior. In this unit, you will explore human behavior theories, and then choose one to apply to the population you selected to explore.

Learning Activities

u06s1 - Studies

Research

Using the search engine of your choice and the Capella library, research human behavior theories and complete the following:

- Locate and review a minimum of six human behavior theories.
- Begin to think about how each theory would explain human behavior in the population you selected to explore.
- Begin to think about how each theory would approach making change in the population you selected to explore.

u06s2 - Literature Review Preparation

Continue the preparation for the assignment due in Unit 7. Review the selected articles to make sure they fit your purpose. Following the instructions, start writing your literature review of 10–12 pages. Keep in mind that in the first few points your paper should address the following:

- Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.
- Evaluate the most appropriate theoretical frameworks to work with the at-risk population.
- Identify how to employ ethical and effective use of technology as an advanced generalist social worker.
- Provide an ethical problem-solving model that would guide ethical decision making while working with the at-risk population.
- Identify best practices to address the influence of diversity on relationships and interventions with the at-risk population.

Review the assignment instructions and scoring guide to understand how you will be evaluated.

Course Resources

APA Style and Format

Social Work Masters Library Research Guide

Capella University Library

u06d1 - Human Behavior Theories

Using the search engine of your choice and the Capella library, research six or more human behavior theories. List the theories you found and provide a brief description of each one, choosing one theory to describe in detail. What are the key constructs of the theory? How does the theory explain human behavior?

Response Guidelines

Reply to the post of at least one peer by identifying which human behavior theory would impact the work with an at-risk population discussed in the course thus far.

Course Resources

Graduate Discussion Participation Scoring Guide

Capella University Library

Unit 7 ≫ Social and Economic Justice

 Introduction

The work of Jane Addams Hull-House Museum set the foundation for the social work profession as a champion for social and economic justice. Social and economic justice issues are often seen as the root of other social problems. Social and economic justice can be difficult concepts to define and thus, many definitions exist. You will explore a variety of definitions, describe your understanding, and apply their definitions to the population you selected to explore.

Learning Activities

u07s1 - Studies

Readings

Use Burghardt's *Macro Practice in Social Work for the 21st Century* text to complete the following:

- Review Chapter 7, "Why Can't We All Just Get Along?" pages 203–244.
  - From the text: "In this chapter, readers will be able to 'understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim'" (p. 205).

u07a1 - Literature Review

Assignment Overview

In this course, you will develop a model program to analyze the needs of your selected at-risk population. You will ultimately apply best practices, leadership skills, theoretical frameworks, evidence-based interventions, and appropriate human behavior theory to address the needs of the individual, family, and community. This assignment will give you the opportunity to locate and analyze scholarly literature to help with your program development.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and advance practice behaviors:

- Competency 1: *Demonstrate Ethical and Professional Behavior.*
  - C1.SP.B: *Articulate and provide leadership in the application of the core. values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work.*
  - C1.SP.C: *Integrate the ethical and effective use of technology at all levels of practice in the specialization of advanced generalist social work with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *3. Identify how to employ ethical and effective use of technology as an advanced generalist social worker.*
      - *4. Provide an ethical problem-solving model that would guide ethical decision-making while working with an at-risk population.*

- Competency 2: *Engage Diversity and Difference in Practice.*
  - C2.SP.A: *Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies. with diverse clients, families, groups, organizations, and communities.*
  - C2.SP.B: *Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations.*
    - Related Assignment Criteria:
      - *2. Evaluate the most appropriate theoretical frameworks to work with an at-risk population.*
      - *5. Identify best practices on how to address the influence of diversity on relationships and interventions with an at-risk population.*

- Competency 3: *Advance Human Rights and Social, Economic, and Environmental Justice.*
  - C3.SP.C *Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice.*
    - Related Assignment Criterion:
      - *8. Explain how evolving leadership, technology, political, economic, social, cultural, geographical, and environmental contexts apply to an at-risk population.*

- Competency 4: *Engage In Practice-informed Research and Research-informed Practice.*
  - C4.SP.A: *Apply leadership skills, decision making and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
    - Related Assignment Criterion:
      - *6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or community that includes engagement, assessment, interventions, and evaluations.*

- Competency 5: *Engage in Policy Practice.*
  - C5.SP.A: *Apply leadership skills and decision making as social change agents to collaborate with clients, colleagues, and identified stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, and groups.*
    - Related Assignment Criteria:
      - *7. Discuss what leadership skills would be needed as a change agent to collaborate with stakeholders to advance social and economic well-being.*

- Competency 6: *Engage with Individuals, Families, Groups, Organizations, and Communities.*

- ◦ C6.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice engagement with individuals, families, groups, organizations, and communities.*
- ◦ C6.SP.D: *(Engage) Apply leadership, technology, critical thinking, decision making and interpersonal skills to actively engage in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals.*
  - ▪ Related Assignment Criteria:
    - ▪ *1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.*
    - ▪ *6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or community that includes engagement, assessment, interventions, and evaluations.*
    - ▪ *9. Apply the most appropriate human behavior theory to use within a program to address the needs of an individual, family, and community.*
- ◦ C6.SP.C: *Apply leadership skills and emerging technologies in the specialization of advanced generalist social work practice when engaging with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
  - ▪ Related Assignment Criteria:
    - ▪ *1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.*

- • Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities.*
  - ◦ C7.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.*
  - ◦ C7.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice assessment with individuals, families, groups, organizations, and communities.*
  - ◦ C7.SP.D: *(Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.*
    - ▪ Related Assignment Criteria:
      - ▪ *1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.*
      - ▪ *6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or community that includes engagement, assessment, interventions, and evaluations.*
      - ▪ *9. Apply the most appropriate human behavior theory to use within a program to address the needs of an individual, family, and community.*
  - ◦ C7.SP.C: *Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice when assessing individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
    - ▪ Related Assignment Criteria:
      - ▪ *1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.*

- • Competency 8: *Intervene with Individuals, Families, Groups, Organizations, and Communities.*
  - ◦ C8.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.*
  - ◦ C8.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice intervention with individuals, families, groups, organizations, and communities.*
  - ◦ C8.SP.C: *Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice intervention with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
  - ◦ C8.SP.D: *(Intervene) Apply leadership, technology, critical thinking, decision making, and interpersonal skills in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities to achieve goals.*
    - ▪ Related Assignment Criteria:
      - ▪ *1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.*
      - ▪ *6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or community that includes engagement, assessment, interventions, and evaluations.*
      - ▪ *9. Apply the most appropriate human behavior theory to use within a program to address the needs of an individual, family, and community.*

- • Competency 9: *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.*
  - ◦ C9.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when evaluating colleagues, individuals, families, groups, organizations, and communities.*
  - ◦ C9.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.*
  - ◦ C9.SP.C: *Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice evaluation with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
  - ◦ C9.SP.D: *Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape evaluation in the specialization of advanced generalist practice.*

- C9.SP.E: *(Evaluate) Apply leadership, technology, critical thinking, decision making and interpersonal skills in the specialization of advanced generalist practice evaluation of interventions with individuals, families, groups, organizations, and communities.*
  - Related Assignment Criteria:
    - *1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.*
    - *6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of an at-risk population, family, group, or community that includes engagement, assessment, interventions, and evaluations.*
    - *8. Explain how evolving leadership, technology, political, economic, social, cultural, geographical, and environmental contexts apply to an at-risk population.*
    - *9. Apply the most appropriate human behavior theory to use within a program to address the needs of an individual, family, and community.*

Assignment Description

For this assignment, you will write a literature review of evidence-based practice and program evaluation methods for social work programs, including what human behavior theory would be most effective in working with the selected at-risk population for your program.

Assignment Instructions

Your literature review should be 10–12 pages and include a minimum of eight cited references. You should use APA style and formatting. In your literature review, you should:

1. Evaluate leadership skills that are needed to develop and implement a social work program that integrates leadership and technology while working with an at-risk population to promote systemic change.
2. Evaluate the most appropriate theoretical frameworks to work with the at-risk population.
3. Identify how to employ ethical and effective use of technology as an advanced generalist social worker.
4. Provide an ethical problem-solving model that would guide ethical decision-making while working with the at-risk population.
5. Identify best practices on how to address the influence of diversity on relationships and interventions with an at-risk population.
6. Apply leadership skills and the use of technology to inform evidence-based interventions that address the needs of the at-risk population, family, group, or community that includes engagement, assessment, interventions, and evaluations.
7. Discuss what leadership skills would be needed as a change agent to collaborate with stakeholders to advance social and economic well-being.
8. Explain how evolving leadership, technology, political, economic, social, cultural, geographical, and environmental contexts apply to the at-risk population.
9. Apply the most appropriate human behavior theory to use within a program to address the needs of the individual, family, and community.
10. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Submission Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources, citations, title page, running head, and reference page should be formatted according to current APA style and formatting standards.
- **Cited resources:** Minimum of eight scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** 10–12 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

APA Style and Format

Capella Writing Center

Social Work Masters Library Research Guide

Capella University Library

u07d1 - Social and Economic Justice

Using the Capella library, research social and economic justice. What did you find? Describe your understanding of social and economic justice. Provide citations for your sources.

Response Guidelines

Reply to a minimum of one peer's initial post. Using the information you gathered in your research of social and economic justice, describe how the concepts of social and economic justice apply to the at-risk population you selected to explore. What can you do to advance social and economic justice for this population?

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Capella University Library

Unit 8 ≫ Model Program

Introduction

Community interventions require careful consideration of community organization models and intervention or treatment models. The community organization model guides macro level practice and the intervention or treatment model guides micro and mezzo level practice. In this unit, you will explore both community organization models and intervention and treatment models for the population you selected to explore.

Learning Activities

u08s1 - Studies

Readings

Use Burghardt's _Macro Practice in Social Work for the 21st Century_ text to complete the following:

- Read Chapter 8, "From Checkers to Chess: The Strategic Development of a Community Practitioner," pages 249–291.
    - From the text: "This chapter delineates a framework and practices that will enable students to 'recognize the global interconnections of oppression and [be] knowledgeable about theories of justice and strategies to promote human and civil rights' as they incorporate 'social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice'" (p. 250).

Use the Internet to complete the following:

- Read "National Registry of Evidence-Based Programs and Practices," found on the SAMHSA website.

u08s2 - Model Program Presentation Preparation

In preparation for the assignment due in Unit 10, read the assignment instructions and scoring guide. Remember that the previous course assignments were building blocks for this last portion of the course project. To build your presentation, you will apply the generalist practice behavior you have learned and practiced during your program to propose a model intervention for an at-risk population in your community. Review the system analysis you prepared for the assignment in Unit 4. Incorporate the feedback you received and prepare a summary to include as first part of the model program presentation.

u08d1 - Community Organizing Models

After reviewing various community organizing models, choose one model you could use for intervention with your at-risk population. Describe the organizing model and how it applies to the population you selected to explore. How will this model influence your work with this population?

Response Guidelines

Reply to a minimum of one other learner's post. Compare and contrast the model you chose with the model the other learner chose. What do you see in common? What are the differences?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Identify and apply a community organization model to a specific population.

Unit 9 ➤➤ Technology

Introduction

The use of technology in social work is virtually exploding. From telehealth, to phone apps for a variety of psychological interventions, to personal symptom-tracking devices, to advocacy on social media, technology's impact in undeniable. In this unit, you will explore the current impact of technology on the population you selected to explore and consider future uses of technology.

Learning Activities

u09s1 - Studies

Readings

Use Burghardt's _Macro Practice in Social Work for the 21st Century_ text to complete the following:

- Read Chapter 9, "Think Local, Act Global: A Case Example of 21st Century Macro Practice Using the Power of Social Networking," pages 293–323.
  - From the text: "This chapter focuses on the new ways 'social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.' They 'understand the forms and mechanisms of oppression and discrimination; advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice'" (p. 295).

u09s2 - Model Program Presentation Preparation

Continue the preparation for your last course assignment, due in Unit 10. Review the feedback you have received in your literature review assignment and address the following items:

- **Program, Interventions, and Theory Summary:** Create a model program through applying leadership, technology, critical thinking, and interpersonal skills, interventions, and evidence-based theory; that is, provide a summary your Unit 7 assignment.
- **Leadership:** Apply leadership within this model program that includes:
  - Best practices of core leadership skills needed to work with colleagues, clients, organizations, and your community to address political, social, cultural, geographical, and environmental contexts.
  - How you will apply leadership skills and emerging technologies in advanced generalist social work practice with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.
  - A discussion of how diversity will be addressed.
- **Ethics:**
  - Explain the potential ethical dilemmas in working with this group of individuals or families within your community.
  - Identify an ethical solving model to aid in critical thinking and ethical decision making within your developed program.
- **Social and Economic Justice:**
  - Explain how this program will advance social and economic justice.
  - Explain how your program will impact policy practice to advance social and economic well-being.
  - Explain how the program will engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.

Course Resources

Capella Writing Center

Guidelines for Effective PowerPoint Presentations [PPTX]

u09d1 - Role of Technology

What is the current role of technology in the engagement, assessment, leadership, and evaluation of the population you selected to explore? How is technology currently being used? How can technology be leveraged in the future to enhance the conditions of the population?

Response Guidelines

Reply to a minimum of two other learners' posts. Suggest other uses of technology for this population in the future.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Examine the role of technology in the engagement, assessment, leadership, and evaluation of a specific population.
- Explore future technology uses for a specific population.

Unit 10 ≫ Model Program Presentation

Introduction

The preamble for the NASW Code of Ethics states:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining

feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. (NASW Code of Ethics, 2008)

This course has given you the opportunity to assess and develop interventions for an at-risk population.

Reference

National Association of Social Workers. (2008). NASW Code of Ethics. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Learning Activities

u10s1 - Studies

Readings

Use Burghardt's *Macro Practice in Social Work for the 21st Century* text to complete the following:

- Read Chapter 10, "Political Advocacy: The Social Work Practitioner in the Political Arena," pages 325–393.
  - From the text: "In this chapter, readers will learn that 'social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.' There will also be examples of social workers who 'analyze, formulate, and advocate for policies that advance social well-being, and collaborate with colleagues and clients for effective policy action'" (p. 326).

u10a1 - Model Program Presentation

Assignment Overview

In this last assignment for your course project, you will integrate all advanced generalist practice behaviors by developing a model program for an at-risk population within your community. You will integrate leadership skills and the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and advance practice behaviors:

- Competency 1: *Demonstrate Ethical and Professional Behavior.*
  - C1.SP.A: *Apply professional use of self and leadership skills with colleagues, clients, groups, organizations, and communities.*
  - C1.SP.B: *Articulate and provide leadership in the application of the core. values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work.*
  - C1.SP.C: *Integrate the ethical and effective use of technology at all levels of practice in the specialization of advanced generalist social work with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.*
      - *6. Integrate the ethical and effective use of technology within a model program in the work with an at-risk population, organization, and community that the program will serve.*
      - *12. Provide a self-reflection of the ability to conduct a model program, and the needs and strengths in working with an at-risk population and the community they live in.*

- Competency 2: *Engage Diversity and Difference in Practice.*
  - C2.SP.A: *Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies. with diverse clients, families, groups, organizations, and communities.*
  - C2.SP.B: *Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations.*
    - Related Assignment Criterion:
      - *4. Analyze how a model program implements best practices while working with diverse populations.*

- Competency 3: *Advance Human Rights and Social, Economic, and Environmental Justice.*
  - C3.SP.A: *Apply leadership skills, decision-making and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.*

- C3.SP.B: *Apply leadership behaviors by engaging in reflective and professional practices that address and advance social, economic, and environmental justice issues.*
- C3.SP.C: *Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice.*
  - Related Assignment Criteria:
    - *2. Apply leadership skills, best practices, and emerging technologies used within a model program to address political, social, cultural, geographical, and environmental contexts.*
    - *7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.*
    - *8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.*
    - *12. Provide a self-reflection of the ability to conduct a model program, and the needs and strengths in working with an at-risk population and the community they live in.*

- Competency 4: *Engage In Practice-informed Research and Research-informed Practice.*
  - C4.SP.A: *Apply leadership skills, decision making and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
    - Related Assignment Criterion:
      - *1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.*

- Competency 5: *Engage in Policy Practice.*
  - C5.SP.A: *Apply leadership skills and decision making as social change agents to collaborate with clients, colleagues, and identified stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, and groups.*
    - Related Assignment Criteria:
      - *8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.*

- Competency 6: *Engage with Individuals, Families, Groups, Organizations, and Communities.*
  - C6.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging colleagues, individuals, families, groups, organizations, and communities.*
  - C6.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice engagement with individuals, families, groups, organizations, and communities.*
  - C6.SP.C: *Apply leadership skills and emerging technologies in the specialization of advanced generalist social work practice engagement with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
  - C6.SP.D: *(Engage) Apply leadership, technology, critical thinking, decision making and interpersonal skills to actively engage in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals.*
    - Related Assignment Criteria:
      - *1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.*
      - *3. Analyze theories that apply to an at-risk population through a model program.*
      - *5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.*
      - *7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.*
      - *8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.*
      - *9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.*

- Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities.*
  - C7.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.*
  - C7.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice assessment with individuals, families, groups, organizations, and communities.*
  - C7.SP.C: *Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice assessment with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
  - C7.SP.D: *(Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:

- - 1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.
    - 3. Analyze theories that apply to an at-risk population through a model program.
    - 5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.
    - 7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
    - 8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
    - 9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.
    - 10. Apply assessment instruments, leadership skills, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of an at-risk community.

- Competency 8: *Intervene with Individuals, Families, Groups, Organizations, and Communities.*
  - C8.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.*
  - C8.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice intervention with individuals, families, groups, organizations, and communities.*
  - C8.SP.C: *Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice intervention with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
  - C8.SP.D: *(Intervene) Apply leadership, technology, critical thinking, decision making, and interpersonal skills in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities to achieve goals.*
    - Related Assignment Criteria:
      - 1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.
      - 3. Analyze theories that apply to an at-risk population through a model program.
      - 5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.
      - 7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
      - 8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
      - 9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.

- Competency 9: *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.*
  - C9.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when evaluating colleagues, individuals, families, groups, organizations, and communities.*
  - C9.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.*
  - C9.SP.C: *Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice evaluation with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
  - C9.SP.D: *Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape evaluation in the specialization of advanced generalist practice.*
  - C9.SP.E: *(Evaluate) Apply leadership, technology, critical thinking, decision making and interpersonal skills in the specialization of advanced generalist practice evaluation of interventions with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - 1. Apply leadership, technology, critical thinking, and interpersonal skills through defining a model program, interventions, and evidence-based theory applied.
      - 2. Apply leadership skills, best practices, and emerging technologies used within a model program to address political, social, cultural, geographical, and environmental contexts.
      - 3. Analyze theories that apply to an at-risk population through a model program.
      - 5. Apply leadership in the application of ethical principles, problem-solving models, and ethical decision-making used within a model program for an identified at-risk population.
      - 7. Promote social and economic justice and well-being with an at-risk population to advocate for appropriate services, resources, and supports to achieve goals and foster positive change within a model program.
      - 8. Apply leadership skills as a social change agent to engage with clients, colleagues, and identified community stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
      - 9. Collaborate with the community by applying leadership skills, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with an at-risk community to achieve goals of a model program.

- 11. *Develop an evaluation plan for the leadership, technology, critical thinking, and interpersonal skills in advanced generalist practice evaluation of interventions with an at-risk population in a model program.*

Assignment Description

For this assignment, you will develop a PowerPoint presentation that addresses the following points. It is important to follow the assignment requirements and use the identified headings outlined for your PowerPoint under the APA formatting requirements.

Assignment Instructions

Include the following in your PowerPoint presentation:

1. **Systems Analysis Summary:** Analysis and response to the needs of an at-risk population within your community; that is, provide a summary of your Unit 4 assignment.
2. **Program, Interventions, and Theory Summary:** Create a model program through applying leadership, technology, critical thinking, and interpersonal skills, interventions, and evidence-based theory; that is, provide a summary of your Unit 7 assignment.
3. **Leadership:** Apply leadership within this model program that includes:
   - Best practices of core leadership skills needed to work with colleagues, clients, organizations, and your community to address political, social, cultural, geographical, and environmental contexts.
   - How you will apply leadership skills and emerging technologies in advanced generalist social work practice with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.
   - A discussion of how diversity will be addressed.
4. **Ethics:**
   - Explain the potential ethical dilemmas in working with this group of individuals or families within your community.
   - Identify an ethical solving model to aid in critical thinking and ethical decision making within your developed program.
5. **Social and Economic Justice:**
   - Explain how this program will advance social and economic justice.
   - Explain how your program will impact policy practice to advance social and economic well-being.
   - Explain how the program will engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources and supports to achieve goals and foster positive change.
6. **Community Application:** Discuss how you will apply leadership skills as a social change agent to collaborate with clients, colleagues, and identified stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
7. **Engagement, Assessment, Intervention, and Evaluation:** Define your program by identifying how the program will engage the identified at-risk population; assess the needs of the population, groups, or community; identify core aspects of the agencies intervention methods; and explain how the program will be evaluated.
   - **Engagement:** Explain how you will engage the community through leadership, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals of your program.
   - **Assessment:** Describe what assessment instruments, leadership, technology, critical thinking, and interpersonal skills will be used to identify problems; and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.
   - **Leadership and Technology:** Explain how you will apply leadership, technology, critical thinking, and interpersonal skills in advanced generalist practice interventions with individuals, families, groups, organizations, and communities to achieve goals through your program.
   - **Evaluation:** Develop a plan to evaluate the leadership, technology, critical thinking, and interpersonal skills in advanced generalist practice evaluation of interventions with individuals, families, groups, organizations, and communities within your program.
8. **Self-reflection:** Provide a self-reflection of your ability to conduct a model program, and your needs and strengths in working with this at-risk population and the community they live in.

Submission Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources, citations, title page, running head, and reference page should be formatted according to current APA style and formatting standards.
- **Cited resources:** Minimum of 10 scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of Presentation:** 18–20 slides.

Course Resources

APA Style and Format

Capella Writing Center

Guidelines for Effective PowerPoint Presentations [PPTX]

Capella University Library

u10d1 - Political Skills

For your course project, you completed a systems analysis for an at-risk population and created a model program for intervention. Community-level practice requires political advocacy. What skills do you have that would help you be successful in the political arena? Which skills need improvement?

Response Guidelines

Responses are encouraged, but not required.

Course Resources

Graduate Discussion Participation Scoring Guide