

**The University of North Carolina at Chapel Hill
School of Social Work**

Course No: SOWO 570 (Section 002: Mondays, 2:00 – 4:50pm)

Course Title: Social Work Practice with Organizations & Communities
Fall 2008

Instructor: Gina Chowa, Ph.D
School of Social Work, Room 422
Office: (919) 843-8453
Fax: (919) XXX-XXXX
chowa@email.unc.edu

Office Hours: Wednesday, 1:00 – 3:30pm

COURSE DESCRIPTION: In this course, participants explore frameworks, values, and skills to meet individual and family needs through interventions with work groups, organizations, and communities.

COURSE OBJECTIVES:

1. Articulate and define social work roles and basic practice skills in work groups, organizations and communities.
2. Understand and explain the basic knowledge frameworks that guide social intervention with work groups, organizations and communities, and processes of organizational and community change.
3. Assess strengths and analyze barriers in organizational and community functioning, and recommend interventions to build on strengths and diminish barriers.
4. Identify the operation of institutionalized discrimination within organizations and with consumer populations and analyze service access issues and barriers to just and equitable service system functioning.
5. Understand basic theory and approaches to organizational and community change including: organizational development; service planning; system reform; community development and community organization.
6. Understand and apply key practice principles in formulating appropriate, ethically-based intervention plans for helping communities and organizations become more culturally competent and effective in strengthening families.
7. Understand approaches to documenting the strengths and needs of particular populations--communities of color, women, ethnic minorities, the aged, children, youth, gay, lesbian, bisexual people, people with disabilities, immigrants, refugees--or other groups who have

experienced civic and social exclusion, and the use of advocacy, empowerment and other strategies to improve service access and provision.

8. Understand and explain macro practice approaches to developing and targeting services for vulnerable and oppressed populations and communities.

9. Analyze and describe professional use of self in ethical dilemmas related to macro practice applying principles from the *NASW Code of Ethics*, and understand how individual practice is shaped by policy, and the organizational and community context.

10. Understand the basic principles of service monitoring and program evaluation and their utility in documenting consumer outcomes and testing and demonstrating best practices.

11. Use macro practice skills to enhance an organizational or community system's capacity to meet individual and family needs especially in advancing social and economic justice.

COURSE ORGANIZATION:

The fourteen-session course will consist of lectures presented by the instructor or community practitioners, class presentations, educational videos, class exercises, classroom discussions, and individual and group projects.

The first **seven weeks** will focus on theories of community practice; defining communities; the role of organizations in community practice; community mobilization and collaboration as some of the methods of community practice. The next **five weeks** focus on models, methods, and skills that enhance community practice, including organizational assessment, evaluation, and leadership. In the **final session**, we discuss a range of current trends impacting community practice, including International development. The **last week** will be dedicated to presentations of community projects by students.

Overall, this course will focus on working with diverse populations and skill-building exercises relevant to social work practice at these various levels. The course also seeks to encourage an attitude of life-long learning and professional development. In this regard, there will be a strong emphasis on effective use of self, skill building, utilizing various theories and capacity-building interventions using approaches based in social justice, advocacy, collaboration, and coalition building.

Each class will begin with 30-45 minutes of group work on community projects. During this time the instructor will provide assistance as needed by the groups. Although in-class time is provided for students to work on their community projects, students are expected to meet outside class as well to work on their projects.

The next hour will be used to present materials that expand class readings and provide discussion related to the topic being discussed.

The class will take a 10 minute break and the remaining time will be dedicated to a guest lecturer, a videotape, or a skill-building activity.

REQUIRED TEXTS & READINGS:

Hardcastle, D.A. & Powers P.R. (2004). Community practice: Theories and skills for social workers. New York: Oxford University Press.

Kretzmann, J. P. & McKnight, J. L. (1993). Building communities from the inside out. Evanston, IL: Center for Urban Affairs and Policy Research.

Weil, M. (Ed.) (2005). The handbook of community practice. Thousand Oaks: Sage Publications

Required readings, which are listed in the class schedule and reading assignments section below, will come from these assigned texts and from other sources such as academic journals. These additional readings will be provided to students in class (copies of the readings will be distributed in prior classes) or via blackboard (<http://blackboard.unc.edu/>):

ROLES OF FACULTY AND STUDENTS

a. Role of Instructor

The professor will provide a learning environment that includes information via readings, lectures, practical examples of materials and field experiences for class. The professor will hold office hours and will be available to students by appointment, by phone and email.

b. Role of Students

Assigned readings are to be read prior to class and students should come to class prepared to discuss and apply knowledge obtained from the readings to the classroom discussions. Class discussion and attendance is highly valued in this course. Students are expected to attend all classes unless prevented by illness, urgent crisis or mishap. If you anticipate missing a class session, ***please let the instructor know in advance***. If you are not able to let the instructor know in advance, ***please follow up with communication after the fact***. For help in identifying and securing difficult to find articles, please consult with Instructor.

Accommodations/Special Needs: Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University's Disabilities Services (<http://disabilityservices.unc.edu>) and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

ASSIGNMENTS:

The assignments in this course will be organization based. This means that all students will be affiliated to an organization for the projects in this course. The affiliation ensures that students have easy access to a community that the organization is already working with. In addition, the student has access to the organization itself.

All papers must be written using APA style, including title and reference pages, section headings, and page numbers. All papers must be completed by the assigned dates. Papers and presentations should be grounded in class readings, class discussions and other literature as appropriate. Grammar, presentation style, clarity and conciseness will affect the final grade. Presentations should integrate multiple media (e.g. Powerpoint, handouts, and videos).

1. COMMUNITY PROJECT

At the beginning of the semester, students are divided into community project groups. Each group will be assigned a specific project which will be implemented in the community. The projects will be announced at the beginning of the semester.

Students are expected to address the following issues in the projects:

- Identify and engage with stakeholders of a specific Research Triangle Area community.
- Assess the community and the designated issue to be addressed through observation, research, and engagement with stakeholders.
- Identify models and strategies related to the given issue.
- Explore the feasibility of these models or strategies with stakeholders.
- Consider capacity and sustainability issues and recommend strategies for addressing each, given the chosen model or strategy.

Each community project has three products:

1. Community Assessment Paper
2. Community Plan Paper
3. Presentation on Community Project to the class and stakeholder groups

1a. Community Assessment Paper. (Due October 6)

Students will meet with the community organization to discuss the project and the neighborhood to be assessed, Students will conduct a three-part neighborhood assessment, in relation to the specific project identified by the organization:

1) Conduct a visual inventory of the neighborhood, 2) Research published material about the neighborhood and project issue, and 3) Develop and pilot a questionnaire, which will (post-assessment) be administered to key community respondents.

- Traveling the neighborhood, conduct a visual inventory of the community, focusing on characteristics most relevant to your project issue, such as the condition and prevalence of schools, preschools, businesses, medical facilities, transportation, recreational facilities and so forth. Discover where neighborhood residents shop, receive medical care, bank, go to the library, etc. Consider the safety of the neighborhood at various times of the day. Other areas

to explore include education, recreation, worship, peer support, family links, risk factors, employment opportunities, etc.

- Map the neighborhood and research the relevant Census data and other literature about the neighborhood. This will include demographics, local economy, political structure, community resources and other available information.
- Summarize duties of each person on the project team. Discuss the challenges that you have identified in engaging in this process and how you plan to address them.
- Develop a questionnaire to inform the capacity plan that you will later develop (to address your project issue), which will be used at a later date to interview community stakeholders. Using what you have learned about community capacity, your knowledge of the community, together with empirical research tools (e.g., Williams & Windebank), create and include at least 10-15 tentative items in the questionnaire, including both closed and open-ended items. The following information may be included (you may think of others):
 - a. Stakeholders' demographics (age, sex, position or role in the community).
 - b. Length of time at the agency and/or community.
 - c. Amount of time spent in the community (e.g., paid or volunteer work, shopping, visits) and in community-based affiliations (place of worship, social programs, etc.).
 - d. Stakeholders comments on their most useful contacts, relationships and social network in the community
 - e. Stakeholder assessment of overall community assets and capacity.
 - f. Stakeholder assessment of community challenges.
 - g. Stakeholder opinions of the community capacity for meeting these challenges.
 - h. Anything the stakeholder would like to add.

Pilot your questionnaire first on a student and then with someone in your agency or in the neighborhood you are exploring. The pilot interviewees should be similar to your eventual key respondent interviewees in age, education level, race, gender, and socioeconomic status. When you have completed your pilot interviews, revise your questionnaire based on what you have learned. Be sure to ask those who responded to the pilot interview for their input into your revised draft questionnaire.

- Attach the revised questionnaire to the paper as an appendix (two to four pages).

The Community Assessment paper should be six pages in length not including the draft questionnaire. Findings from your visual inventory, research, and initial conversations with organization staff or other stakeholders should be included. The paper will be graded on the following key criteria:

Overview of Organization, Issue and Neighborhood Boundaries (5 points; 1-2 pages)

Neighborhood Assessment (10 points; 3-4 pages)

Demographics, Local Economy, Political Structure, Community Resources

Discussion: Implications of Assessment for Project Issue (7 points; 1-2 pages)

Quality of Writing; Paper Free from Grammar, Spelling, Other Errors (3 points)

1b. Community Presentation (Due December 1)

Guidelines for the community presentation will be discussed in class.

1c. Community Plan Paper (Due December 1)

This paper develops a plan for addressing the project issues by enhancing community capacity. The paper should summarize the core problem in the community that your project aims to address. You should then prepare a plan for addressing the core problem (informed by the interviews you completed with your questionnaire) complete with identifying key actors, resources and a process to bring about the necessary change. Finally, the paper will consider the strengths and limitations of the process. The paper should be eight pages in length, and also include an Appendix and Abstract.

Plan for Community Intervention Paper Sections (APA Style and Numbering)

Title Page (APA Style with running head, title, name and UNC Chapel Hill)

Abstract (see APA guidelines)

Community and Project Overview (1 page maximum)

Summarize your community inventory and overall assessment of community capacity by presenting the relevant Census tract data on your community, and information about your core area that is most relevant for your project (e.g., demographics, population characteristics, employers, employment/income, neighborhood schools, etc.).

Questionnaire Results. (1-2 pages)

What did you find? How do your findings help shape your plan?

Plan for Action. (3-4 pages) What is your plan? Who are the key actors and the necessary resources? What are the action steps: immediate, medium-term and long-term steps to be taken? What significant issues remain to be addressed?

Strengths and Limitations (2-3 pages)

What were the particular strengths and limitations of your questions, observations, statistical data, stakeholder knowledge and plan? What did you learn about the availability of benchmarks and similar community capacity plans or models? What did you learn about

your own biases? What are some challenges to dialogue and action? What does this experience suggest that you need to do to prepare yourself as a social worker in the community, given your preferred locus of practice, be it community development, community-based agency work, institutional work, clinical work, advocacy, direct practice, policy practice or research?

References

Appendix

This should contain clean, edited copies of your final questionnaire.

The paper will be graded as follows:

Community and Project Overview (2 points)

Questionnaire Results (5 points)

Plan for Action (10 points)

Strengths and Limitations (5 points)

Quality of Writing; Paper Free from Grammar, Spelling, Other Errors (3 points)

2. ORGANIZATIONS

2a. Organizational Assessment (Due November 10)

Students will submit a paper (8-9 pages) analyzing their organizational setting and structure. This organization will be an agency where the student is in the field (as a practicum student or employee, or through the class Community Project assignment). This data should be gathered from different sources, including organizational documents and speaking with the employees of the organization. Reproducing organizational documents for this assignment will not be accepted. Your paper should reflect your own assessment and interpretation of the organization. The following subheadings and topics should be included:

I. Organizational Structure and Environment (2 pages)

Describe the agency using the following elements:

- Type of organization.
- Mission and goals of the organization.
- Organizational structure and design (provide an organization diagram as an Appendix).
- Funding sources
- Evaluation mechanisms.
- Collaboration with other agencies/organizations.
- Primary channels of communication.

II. Practice Experience (1 pages)

Briefly describe your engagement with the organization and how the organization type, structure/organizational design, mission and goals relate to the particular community issue you are trying to address through your involvement with this agency.

III. Organization & the client (1-2 pages)

Assess the agency through the experience of one or several of the clients you serve (Note: if you are not engaged in micro/direct practice, “client” should be interpreted in a mezzo or macro sense). For example, identify and assess the quality of the client experience of the agency regarding:

- Intake
- Hours of service, location, welcome, etc.
- Agency capacity or efforts to meet the client’s goals

III. Organizational Values and Practices (2 pages)

Based upon evidence from observation, documents or a formal data collection process (e.g., interviewing) to what extent do you find:

- Capacity building practices?
- Use of empirical evidence as a basis for practice?
- Openness to change in the organizational culture?
- Readiness to accommodate employee and client diversity (e.g., social class, racial and ethnic, disability, age, sexual orientation)?

IV. Strengths and Limitations (1-2 pages)

What were the particular strengths and limitations of your questions, observations, statistical data, stakeholder knowledge and plan? What did you learn about your own biases? What are some challenges to dialogue and action? What does this experience suggest that you need to do to prepare yourself as a social worker in organizational practice, given your preferred focus, be it community development, community-based agency work, institutional work, clinical work, advocacy, direct practice, policy practice or research?

IV. Discussion and Conclusion (1 page)

What are the major themes emerging from this paper? What has this analysis revealed about the organization that you might otherwise not have thought about? Finally, what ‘next steps’ does your analysis suggest for the organization if it is to engage in positive change (be specific on identifying short-, mid-, and long-term steps; key actors; necessary resources, etc.)

Students’ should be able to apply course readings and discussions to a functioning organization. Citations from the academic literature should be provided to support your observations and perceptions. Your paper should follow APA guidelines.

The paper will be graded as follows:

Organizational Structure and Environment (3 points)

- Practice Experience (3 points)
- Organization and the Client (3 points)
- Organizational Values and Practices (5 points)
- Strengths and Limitations (3 points)
- Discussion and Conclusion (5 points)
- Quality of Writing; Paper Free from Grammar, Spelling, Other Errors (3 points)

GRADING CRITERIA:

Each project and assignment will contribute the following percentages to your final grade.

Class Participation	10%
Community Assessment	25%
Community Plan	25%
Organization Assessment	25%
Community Presentation	15%
Total: 100%	

Grading System

- H: 94-100
- P: 80 – 93
- L: 70 – 79
- F: 69 and lower

A grade of P is considered entirely satisfactory. The grade of Honor (“H”) - which only a limited number of students attain signifies that the work is clearly excellent in all respects.

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:

Each student may request **one 3 day (72 hour)** extension (due Thursday at class start time for Monday class) during the course of the semester – no questions asked.

A paper is considered late if it is handed in any later than the start of class on the day it is due. The grade for late papers will be reduced 10% per day, including weekends. Therefore, a paper that would merit a grade of 100 on Monday will receive a grade of 70 if submitted on Wednesday. Similarly, a paper due at 2pm on Monday handed in at 3pm will be considered 1 day late.

A grade of **Incomplete** is given only in exceptional and rare circumstances that warrant it, e.g. family crisis, serious illness. It is the student’s responsibility to request and explain the reasons

for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.

POLICY ON ACADEMIC DISHONESTY:

It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will sign a pledge on all graded coursework certifying that no unauthorized assistance has been received or given in the completion of the work. **All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work."** Credit will not be awarded for unpledged work.

Please refer to the *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

Use of electronic devices for non-class related activities (e.g. checking email, surfing, IMing, blogging, playing games) is prohibited. Use of laptops is permitted as a tool for small group activities and in-class assignments or as an approved accommodation for students with disabilities (see above).

Details of Course Outline

Session 1: August 25, 2008

Topic: Course overview, expectations and introduction to Macro Practice

Objectives

1. What is a community and what are types of community
2. Why community-level interventions are important
3. Organize the class into community project groups
4. Review syllabus and assignments

Readings

Hardcastle, D.A. & Powers P.R. (2004). Community practice: Theories and skills for social workers. (pp. 3-29 and 91-119) New York: Oxford University Press.

Speakers/Exercise: None

Group Projects: Assignment to groups

Assignment Due: None

Session 2: September 8, 2008

Topic: Context of Macro Practice in Social work

Objectives

1. The history of community practice in social work practice
2. The importance and role of community practice in this century
3. Introduction to core models of community practice, especially with diverse populations

Readings

Fisher, R., (2005). History, context, and emerging issues for community practice. In M. Weil (Ed.), The handbook of community practice (pp. 34-58). Thousand Oaks: Sage Publications.

Weil, M., & Gamble, D. (2005). Evolution, models, and the changing context of community practice. In M. Weil (Ed.), The handbook of community practice (pp. 117-150). Thousand Oaks: Sage Publications.

Speakers/Exercise: Holding Ground: The Dudley Street Neighborhood Initiative video

Group Projects: Planning

Assignment Due: None

Session 3: September 15, 2008

Topic: Macro Practice Theories and Models

Objectives

1. The role of theory in community practice in social work
2. Different models used in community practice

Readings

Hardcastle, D.A. & Powers P.R. (2004). Theory-based, model-based community practice and Community intervention and programs. *Community practice: Theories and skills for social workers.* (pp. 33-60). New York: Oxford University Press.

Reed, B.G. (2005). Theorizing in community practice: Essential tools for building community, promoting social justice, and implementing social change. In M. Weil (Ed.), *The handbook of community practice* (pp. 84-99). Thousand Oaks: Sage Publications.

Speakers/Exercises: Meet with project Host (Role Play)

Group Projects: Planning

Assignment Due: Draft Questionnaire

Session 4: September 22, 2008

Topic: Community Assessment & Evaluation

Objectives:

1. Structure and methods of a community assessment
2. How assessment provides a foundation to developing an intervention plan
3. The importance of Assets and strengths perspectives in evaluation

Readings:

Hardcastle, D.A. & Powers, P.R. (2004). Discovering and documenting the life of a community and using assessment in community practice. *Community practice: Theories and skills for social workers* (pp. 145-171; 172-207). New York: Oxford.

Speakers/Exercises: GIS Community Mapping Lab Demonstration

Group Projects: Planning/implementation; preparation of Community Assessment Paper

Assignment Due: None

Session 5: September 29, 2008

Topic: Community Assessment & Evaluation

Objectives:

1. Structure and methods of a community assessment
2. How assessment provides a foundation to developing an intervention plan
3. The importance of Assets and strengths perspectives in evaluation

Readings:

Kretzmann, J. P. & McKnight, J. L. (1993). *Building communities from the inside out*. Evanston, IL: Center for Urban Affairs and Policy Research. Chapter 1 & 5

Speakers/Exercises: GIS Community Mapping Lab Demonstration

Group Projects: Implementation; preparation of Community Assessment Paper

Assignment Due: None

Session 6 October 6, 2008

Topic: Community Engagement, Empowerment and Capacity Building

Objectives:

1. The process of community empowerment
2. Tools to engage for empowerment
3. Principles and models for community engagement

Readings:

Hardcastle, D.A. & Powers, P.R. (2004). Using self in community practice: Assertiveness and Using work groups: Committees, teams, and boards. *Community practice: Theories and skills for social workers* (pp. 208-243; 272-292). New York: Oxford.

CDC/ATSDR Committee on Community Engagement. (1997). "Principles of community engagement." Chapter 1. Community engagement: Definitions and organizing concepts from the literature, Chapter 2. Principles of community engagement, Chapter 3. Applying principles to the community engagement process.
<http://www.cdc.gov/phpo/pce/index.htm>

Recommended Readings:

Craig, G. (2007). Community capacity-building: Something old, something new...? *Critical Social Policy* 27(3) 335-359. Sage publications
<http://csp.sagepub.com/cgi/content/abstract/27/3/335?etoc>

Speakers/Exercises: Speaker/Video

Group Projects: Implementation

Assignment Due: Community Assessment Paper

Session 7 October 13, 2008

Topic: Community Organizing, Advocacy, Social Change & Power Analysis

Objectives:

1. The importance of community organizing , and advocacy
2. Reviewing skills of community organizing and Advocacy
3. Discuss the process of social change
2. Demonstrate a power analysis exercise

Readings:

Hardcastle, D.A. & Powers, P.R. (2004). Community intervention and programs in Community practice. *Community practice: Theories and skills for social workers* (pp. 355-390). New York: Oxford.

Ohmer and Korr (2006) The Effectiveness of Community Practice Interventions. *Research on Social Work Practice*, 16:2 (March),

Speakers/Exercise: Power Analysis skill exercise

Group Projects: Implementation

Assignment Due: None

Session 8 October 20, 2008

Topic: Collaboration in Community Practice

Objectives:

1. Interorganizational networks and collaboration
2. Using the organization for community practice
3. Why we need the nonprofit for community practice

Readings:

Hardcastle, D.A., & Powers, P.R. (2004). Using your agency and using networks and networking. *Community practice: Theories and skills for social workers* (pp. 244-272; 293-319). New York: Oxford.

Roberts-DeGennaro, M., & Mizrahi, T. (2005). Coalitions as social change agents. In M. Weil (Ed.), *The handbook of community practice* (pp.305-318). Thousand Oaks: Sage Publications.

Speakers/Exercises: Speaker/Video

Group Projects: Implementation.

Assignment Due: None

Session 9 October 27, 2008

Topic: Nature and types of Organizations.

Objectives:

1. To understand the types and structures of organizations
2. Organization theory will also be discussed
3. To discuss how types and structures of organizations impact their operation.
4. Discuss organizational ethical dilemmas and systematic resolution processes .

Readings:

Netting & O'Connor (2003). Organization practice: A social worker's guide to understanding human services Chapters 1 & 2. Boston: Allyn and Bacon

Netting et al. (2004) Social work Macropractice. Chapter 7

Speakers/Exercises: Skills Exercise

Group Projects: Implementation/Analysis

Assignment Due: None

Session 10 November 3, 2008

Topic: Organization Assessment/Evaluation.

Objectives:

1. To understand the types and structures of organizations,
2. To discuss how types and structures of organizations impact their operation.
3. Discuss organizational ethical dilemmas and systematic resolution processes .

Readings:

Moxley, D.P., & Manela, R. W. (2000). Agency-based evaluation and organizational change in the human services. *Administration in Social Work*, 81(3), 316-327.

Rogers, P.J., & Hough, G. (1995). Improving the effectiveness of evaluations: making the link to organizational theory. *Evaluation and Program Planning*, 18(4), 321-332.

Speakers/Exercises: Video

Group Projects: Analysis

Assignment Due: None

Session 11 November 10, 2008

Topic: Organizational Leadership.

Objectives:

1. The use of self in mediating organizational change
2. How organizational change contributes to organizational and community capacity
3. How organizations choose between competing goals in an environment of scarce resources

Readings:

Keefe, L. (2003). Getting employees to speak up. *Risk Management Magazine*, 44, 6-9

Buffum, W.E. (2005). Revisiting community-based administration, program management, and monitoring. In M. Weil (Ed.), *The handbook of community practice* (pp. 567-581). Thousand Oaks: Sage Publications.

Recommended Readings:

Cherin, D.A. (2000). Organizational engagement and managing moments of maximum leverage: New roles for social workers in organizations. *Administration in Social Work*, 23 (3/4), 29-46.

Midley, J. (2001). Issues in international social work: Resolving critical debates in the profession. *Journal of Social Work*, 1(1), 21-35.

Speakers/Exercises: Speaker

Group Projects: Analysis

Assignment Due: Organizational Assessment Paper

Session 12 November 17, 2008

Topic: Communication, Marketing and Fundraising

Objectives:

1. To understand the role of organizational communication in organizational maintenance and change.
2. Issues and strategies for fundraising and fund allocation
3. Strategies for marketing and interacting with the media

Readings:

Hardcastle, D.A., & Powers, P.R. (2004). Using social marketing. *Community practice: Theories and skills for social workers* (2nd ed., pp. 320-354). New York: Oxford.

Lauffer, A. (2005). Fundraising, programming, and community organizing: Working with donors, investors, collaborators, and purchasers. In M. Weil (Ed.), *The handbook of community practice* (pp. 582-603). Thousand Oaks: Sage Publications.

Recommended Readings:

Brillant, E.L. (2005). From community planning to changing communities: Fundraising and fund allocation for human services. In M. Weil (Ed.), *The handbook of community practice* (pp. 244-260). Thousand Oaks: Sage Publications.

Speakers/Exercises: Fundraising Demonstration

Group Projects: Analysis/recommendation

Assignment Due: None

Session 13 November 24, 2008

Topic: Social and Economic Development. International community development, International social work & globalization

Objective:

1. To investigate social and economic development as an area of community practice
2. To understand the Social, political, and economic impacts of globalization on people served by social workers
3. To understand the roles of social workers at the national, transnational and global worlds.
4. Explore how social workers can address global issues locally and local issues internationally

Readings:

Rubin, H.J., & Sherraden, M.S. (2005). Community economic and social development. In M. Weil (Ed.), *The handbook of community practice* (pp. 475-493). Thousand Oaks: Sage Publications.

Reisch, M., (2005). Community practice challenges in the global economy in M.Weil (Ed.) The handbook of community practice. (pp.84-101) Thousand Oaks, London: Sage publications

Recommended Readings:

Babacan, H., & Gopalkrishnan, N. (2001). Community work partnerships in a global context. *Community Development Journal*, 36(1), 3-17.

Dominelli, L. (2005). Community development across borders. Avoiding dangerous practices in a globalizing world. *International Social Work*. 48(6): 702-713.

Padilla, Y.C. & Sherraden, M. (2005). Communities and social policy issues: Persistent poverty, economic inclusion, and asset building. In M. Weil (Ed.), *The handbook of community practice* (pp. 103-116). Thousand Oaks: Sage Publications.

Speakers/Exercises: Tips on presenting

Group Projects: Preparing for Presentation

Assignment Due: None

Session 14

December 1, 2008

Topic: Presentations

Objectives:

1. Afford students an opportunity to present; a needed skill in Community Practice
2. Sharpen presentation skills through peer review by other students

ASSIGNMENT DUE: Organization Plan Paper

Class Session	Date	Topic	Speakers/ Exercise	Project Phase	Assignment Due
1	August 25, 2008	Course overview, Expectations and Introduction to Macro Practice	None	Introduction	
2	September 8, 2008	Context of Macro Practice	Dudley Street video	Planning	
3	September 15, 2008	Macro Practice Theories and Models	Meet with Project Host (Role Play)	Planning	Draft Questionnaire Due
4	September 22, 2008	Community Assessment & Evaluation	GIS Lab	Planning/ Implementation	
5	September 29, 2008	Community Assessment & Evaluation	GIS Lab	Implementation	
6	October 6, 2008	Community Engagement, Empowerment, and Capacity Building	Speaker/video	Implementation	Community Assessment Paper
7	October 13, 2008	Community Organization, Advocacy, Social Change & Power Analysis	Power Analysis Skill Exercise	Implementation	
8	October 20, 2008	Collaboration in Community Practice	Speaker/Video	Implementation	
9	October 27, 2008	Nature and types of Organizations	Skill Exercise	Implementation/ Analysis	
10	November 3, 2008	Organizational Assessment/Evaluation	Video	Analysis	
11	November 10, 2008	Organizational Leadership	Speaker	Analysis	Organizational Assessment Paper
12	November 17, 2008	Communication, Marketing and Fundraising	Fundraising demonstration	Analysis/ recommendations	
13	November 24, 2008	Social and Economic Development, International community practice, International social work & globalization	Tips on Presenting	Preparing for Presentation	
14	December 1, 2008	Presentations, Course wrap-up, and evaluation	You	Presentations	Community Presentation Community Plan Paper

