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

Course No:	**SOWO 570** (Section 004: Tuesdays, 9:00 – 11:50am)
Course Title:	**Social Work Practice with Organizations & Communities, Fall 2009**
Instructor:	**Mat Despard, MSW**
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Office Hours:	Mondays 12-1:30pm & Tuesdays 12–2pm
	(Please request appointment as I am sometimes asked to attend meetings and events during these hours)

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 effective engagement, communication and use of self skills in organizations and communities working with diverse populations by age, race/ethnicity, nationality, gender, gender identity, sexual orientation, abilities and immigrant/refugee status.
2. Relate social work roles in organizations and communities to the NASW Code of Ethics, particularly concerning social justice, self-determination, cultural competence and social and political action in working with disadvantaged populations.
3. Understand basic explanatory theories and perspectives that guide social work practice with work groups, organizations, human service systems and communities.
4. Demonstrate how to assess a community issue(s), including the strengths and needs of neighborhoods and various population groups - racial and ethnic minorities, older adults, children and youth, gay, lesbian, bisexual and transgendered people, people with disabilities, immigrants, refugees – or other groups who have experienced disadvantage.
5. Understand organizational structure, culture, climate, power and decision-making processes in human service organizations.
6. Articulate strategies for how human service organizations can increase cultural competency, multiculturalism and anti-oppression.
7. Articulate how to support self-advocacy efforts among consumer and population groups that have experienced disadvantage.
8. Understand various evidence-based intervention approaches to community change through social planning, social action, community organizing and community development practice models.
9. Demonstrate how to plan an organizational, human service system or community intervention aimed at measurably improving the quality of life for a group of people.

EXPANDED DESCRIPTION: This course introduces students to macro social work practice – efforts to improve the quality of life for a group of people by changing organizations, systems or communities. This means starting a new program, forming a new coalition of organizations and businesses concerned about a community issue, facilitating a neighborhood organizing effort to fight crime, etc.

This course is also very helpful for students who expect to do direct social work practice. To understand how to help someone, you need to understand how their environment helps or hinders them. You need to be able to work collaboratively with other organizations and may want to know how to help clients advocate for community change.

This course emphasizes an *ecological systems* perspective that recognizes that neighborhood and community conditions affect behavior and outcomes. Such conditions can constitute *risk or protective* factors for different groups of people. Intervening at the neighborhood or community level to change these conditions is as important as intervening at the individual or family level.

Students will also be oriented to human service organizations so they begin to understand how to succeed in different work environments and how to facilitate organizational change, which will include understanding how to work well in groups.

REQUIRED TEXTS & READINGS:

Hardcastle, D.A. & Powers, P.R. (2004). Community practice: Theories and skills for social workers (2nd ed). New York: Oxford.

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 can be accessed in the following ways:

1) At the URL stated in the reading list
   OR
2) Through an electronic academic journal accessible through UNC Libraries (http://www.lib.unc.edu/) marked as **"UL"** (for "UNC Libraries")
   OR
3) Via Blackboard (http://blackboard.unc.edu/) **"BB"** (login and find SOWO 570 – Section 001 or 004, choose "Assignments" and "Course Readings" folder)

RESOURCES

All course lectures, syllabus, assignment information, and external links to useful web sites are or will be available on Blackboard, at http://blackboard.unc.edu

TEACHING METHODS

My goal is to make course content fun and engaging to promote critical thought among students. Content will be as "hands on" as is practically possible in a classroom setting. This means we will talk actively about students' community project and field placement experiences and other case examples, use multimedia and do role plays and simulations. If students do not actively participate in these activities and come to class having done the readings, my approach simply will not work and I will be forced to lecture to you and (hopefully) put you to sleep so I can end class early and go do something more professionally fulfilling.

Every student is expected to be ready to thoughtfully answer the focus questions identified each week and be prepared to talk about their community project and/or field placement experiences.

I will use powerpoint presentations sparingly, often to illustrate key concepts, skills, theories, etc. I expect everyone to treat each other in a collegial manner – challenging ideas, but not resorting to personal attacks. I expect students to share responsibility with me for maintaining a respectful and supportive environment. If learning does not seem to be productive to me, then I will openly observe this and ask students to work with me to find a solution.

CLASS ASSIGNMENTS

Student performance will be evaluated based on the following assignments, which are briefly described below **(full, detailed assignment instructions and grading guides are available on Blackboard in the "Assignments" folder):**

Requirement	Due Date	Points
Class participation & attendance	Ongoing	15
Facilitating a Macro Intervention – Abstract (if applicable)	9/22	n/a
Quiz #1 (completed via Blackboard)	9/26	10
Homework Assignment – Organizational Assessment	10/6	15
Quiz #2 (completed via Blackboard)	10/24	10
Choose one of the following:		
Intervention Plan: Part 1 – Assessment Intervention Plan: Part 2 – Design	11/3 12/1	20 30
OR		
Community project	12/1	50

<u>Class Participation & Attendance</u> (15 points)

It is expected that students will be active members of the class. Therefore, the following grading rubric will be used for class participation.

15 pts:	Consistent attendance and active participation.
14 pts:	One class missed, active participation.
13 pts:	One class missed, inconsistent participation
12 pts:	Two classes missed, active participation.
11 pts:	Two classes missed, inconsistent participation.
Under 11 pts:	Three or more classes missed, disengagement from class.

Participation will be judged by how well students are prepared by answering focus questions and the degree to which they participate in class discussions, exercises, role plays and simulations and respond to inquiries about their field placement and/or community project experiences.

Discussion Kickoffs

Students' class participation and attendance grade will include initiating and facilitating class discussion about the assigned readings and the focus questions. In small teams, students will complete this task for one class session.

Quizzes (10 points each: complete by **9/26** and **10/24** via Blackboard)
Two quizzes using multiple choice and short essay questions will be administered via Blackboard to assess students' understanding of key concepts, theories, skills and principles. Quiz #1 and #2 will cover content from classes 1-4 and classes 5-8, respectively.

Homework Assignment – Organizational Assessment (15 points; **Due 10/6**)

Product: Completion of an organizational structure and culture assessment (found on Blackboard under "Assignments") concerning the student's field placement agency or organization, results of which will be shared by students in class on the due date.

Brief Description: To complete this assignment, students will observe and record field notes regarding the level of hierarchy in their field agency or organization, how power is distributed and exercised, prevailing organizational culture and contributing factors, etc. Students will compare and contrast their observations in class using the assessment tool on Blackboard.

Note: Students will choose between completing the *Intervention Plan: Parts 1 & 2* OR the *Community Project*, which are described below. The Intervention Plan assignment is completed independently, relates directly to students

Intervention Plan Assignment - Overview
Students will work independently to complete this assignment, which is comprised of two parts:

In **Part 1 – Assessment**, students will develop a *problem or opportunity theory* by assessing a quality of life issue that affects a group of people.

In **Part 2 – Design**, students will develop a *program theory* that is based on their work in Part 1. The *program theory* is students' ideas about what their organization could do to address the quality of life issue they explored in Part 1.

Students must receive instructor approval for their assignment topic by completing a one page abstract, which is due on **September 22, 2009** that identifies the following:

1. Issue or opportunity – Identify and briefly describe the issue or opportunity that will be the focus of your assignment. What is the quality of life improvement in which you are interested?
2. Target population – Identify the group of people that will benefit from your intervention. Be specific – "3rd to 5th grade students of Clover Elementary School who exhibit aggressive behavior".
3. Intervention setting – Identify the organization(s), school, neighborhood or community in which your intervention will take place.
4. Intervention idea– Briefly describe the intervention you think your organization can implement to improve quality of life for the target population.

The purpose of the abstract is for the student to begin to conceptualize their project and gain feedback from the instructor about whether they are on the right track *before* any submitted work is evaluated. An example is available on Blackboard in the Assignments folder.

Both parts of this assignment are described further below.

Part 1 – Assessment (20 points; Due **11/3**)

Product: Written paper, 6 to 10 double-spaced pages (not including tables, charts and graphs, which should appear in an Appendix) in length using APA format with at least eight scholarly sources (see additional information below).

Purpose: To develop a comprehensive assessment of your selected issue and target population, the selected venue and the steps needed to help define and build support for the intervention.

Students will develop a *problem or opportunity theory* by:

- Finding different types of data that describes characteristics, needs, strengths and experiences of the target population;
- Describing how the target population's quality of life is affected by the problem or opportunity;
- Explaining different reasons why the problem or opportunity exists;
- Describing and analyzing the intervention venue, including forces for and against change;

Learning Objectives:

1. Understand what types of data can be used or collected to develop a better understanding of the issue, target population and change opportunity.
2. Relate significant social work related theories and perspectives to an understanding of the selected issue and target population.
3. Articulate how issues and change opportunities are defined by different stakeholders.
4. Articulate how support is built through an agency, organization, coalition, neighborhood or community for the change opportunity and what may stand in the way.

Detailed instructions are available on Blackboard in the Assignments folder.

Part 2 – Design (30 points; Due **12/1**)

Product: Written paper, 10 to 12 double-spaced pages (not including Appendices) in length using APA format.

Purpose: To develop a plan for a macro social work intervention intended to result in quality of life improvement(s) for the target population.

Students will develop a *program or theory* by describing a macro social work intervention, which is defined as:

> *A set of organized, professional activities that take place within or through a human services organization that is intended to improve the quality of life for an identified group of people (target population).*

Students may choose from the following list of intervention types, which are explained in greater detail in a separate document on Blackboard in the "Assignments" folder:

- A new program of an organization
- Program innovation – improving an existing program
- Community development initiative
- Community organizing effort
- Organizational development initiative
- Human service system improvement

<u>The chosen intervention must be a set of activities that is expected to directly benefit the target population by improving their quality of life in a meaningful way</u>.

Students will develop a *program theory* by:

- Writing clear, measurable outcome objectives that represent the quality of life changes for the target population that they expect the intervention to produce;
- Describing specific activities and a timeline – who, what, when, where and how – that clearly indicates the intensity, frequency and duration ("dosage") of the intervention;
- Describing how clients or residents will be involved in planning the intervention and how it will address issues of diversity and/or discrimination;
- Characterizing students' roles as social workers in implementing the intervention, i.e. strategies and tactics for creating change in the selected organization or community and how the intervention reflects social work values and ethics;
- Outlining the resources that would be needed for the intervention;

<u>Learning Objectives</u>:

1. Articulate outcome objectives that are SMART: Specific, Measurable, Achievable, Relevant and Timed-bound.
2. Link a *program* theory to a *problem* theory.
3. Clearly identify key aspects of a planned intervention and what you role might be as a social worker.
4. Become familiar with logic models as intervention planning tools.
5. Understand the types and amounts of resources that are needed for new interventions and how forces operate for and against change.
6. Appreciate the importance of involving clients or residents in intervention planning and the social work values and ethics that guide change efforts.

Actually implementing a macro intervention takes several months, if not years. Students are not expected to actually implement their plans!

Detailed instructions are available on Blackboard in the Assignments folder.

<u>Community Project</u> (50 points; paper due **12/1**)
Students will work in teams with the Orange County Organizing Committee (OCOC), an Industrial Areas Foundation (IAF) affiliate and broad based network of 25 local institutions – faith communities, nonprofits and neighborhood associations- that works to build the relational power and shape public policy for social change. *Students who choose this option will learn about a specific community*

organizing practice model (IAF) and will have less written work to complete in lieu of service learning activities.

The service learning activities of this assignment will involve grassroots organizing to support OCOC's inaugural assembly in late October at which the new organization (to be named) and its action agenda (housing, jobs, etc.) will be announced and candidates for local office (Town of Chapel Hill Council, Carrboro Board of Aldermen and Orange County Board of Commissioners) will be asked for their support of this agenda.
The **service learning requirements** for this option are:

1. Attendance and participation in a 3 hour community organizing workshop led by IAF on a Saturday morning in late September / early October in Chapel Hill or Carrboro.
2. Participation in a neighborhood walk and petition drive on a Saturday morning in mid October.
3. Attendance at the OCOC Assembly the evening of Monday, October 26.
4. Assistance in preparing for these events through work teams focused on student recruitment, online social networking, publicity/media relations, logistics, etc.

In addition, each student will write an **8 to 10 page double spaced paper** in APA format with at least eight scholarly references. Students will reflect on their experience by integrating course readings and other sources, summarize their understanding of and critically reflect upon the IAF model and discuss how what they learned can be applied in other areas of social work practice.

Detailed instructions will be available on Blackboard in the Assignments folder and via instructor emails and other communications.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS
Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing are STRONGLY encouraged to use online resources of the campus Writing Center (http://www.unc.edu/depts/wcweb/) and/or seek assistance from Diane Wyant or Susan White in the School of Social Work.

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. **All written assignments for this course should be submitted in APA format.** A summary was distributed at orientation. The web sites listed below provide additional information, though students are strongly encouraged to purchase the following text:

American Psychological Association. (2001). *Publication manual of the American Psychological Association, 5th Edition*. Washington, D.C.: American Psychological Association.

- http://www.apastyle.org/elecref.html (APA Style for material in electronic formats)
- http://owl.english.purdue.edu/handouts/research/r_apa.html (general information about documentation using APA style)
- http://www.bartleby.com/141/ (electronic version of Strunk's *The Elements of Style* which was originally published in 1918)
- http://www.fas.harvard.edu/~wricntr/resources.html (The Writing Center, links to on-line reference material and many other useful sites for authors)
- http://www.unc.edu/depts/wcweb/ (The UNC writing center—on-line and tutorial help at Phillips Annex 962-7710)

GRADING SYSTEM*:*
The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

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

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

Grading Guides
Grading guides for all written work can be found on Blackboard. These guides identify grading criteria for each assignment, including the relative weight of each criterion. Therefore, students are advised to closely follow the rubrics, as they constitute the Instructor's expectations and evaluation methodology for these assignments.

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS*:*
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 Friday will receive a grade of 70 if submitted on Monday. 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.

POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
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.

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).

Class Schedule & Reading Assignments

Class 1 **9/1**	**Introduction to Macro Social Work Practice**
Activities	► Course overview, syllabus review, class norms ► Discussion of macro practice models, principles and roles ► Hometown reflection & analysis exercise
Readings:	**HP:** Chapter 1 – Community practice: An introduction Chapter 4 – The concept of community in social work practice <u>Focus Questions</u>: 1. Why is it important to intervene at the organization and community level to improve outcomes for people? 2. Is social work moving toward or away from community practice and advocacy for social justice? What are the ethical implications? 3. What are key characteristics of place- and nonplace-based communities? What do communities do for us and how are they changing?

Class 2 **9/8**	**Macro Related Theories & Perspectives**
Activities	► Conflict or consensus? Fit the theory to the community situation – exercise ► Neighborhood protective factors exercise
Readings:	**HP:** Chapter 2 – Theory-based, model-based community practice Swisher, R. (2008). How neighborhood demographics and social processes affect youth outcomes. *The Prevention Researcher, 15*(2), 7-11. **(BB)** Wisconsin Center for Education Research. (n.d.). *Risk and resilience in the urban neighborhood.* School of Education, University of Wisconsin-Madison. Retrieved July 12, 2008 from http://www.wcer.wisc.edu/news/coverStories/risk_resilience_urban_neighborhoods.php <u>Focus Questions</u>: 1. What are the key differences between *conflict* and *consensus* perspectives in explaining community life? 2. How does a *risk and resiliency* perspective help us understand the impact of neighborhood and community conditions on child outcomes? 3. How can *systems* and *ecological* theories help us better understand

organizations and communities?

Class 3 **9/15**	**Understanding Communities, Part 1**
Activities	► Virtual tour of Durham, NC: A community seen through different eyes
Readings:	**HP:** Chapter 3 – The nature of social and community problems Focus Questions: 1. How do communities determine the difference between a *condition* and a *problem*? Who defines and frames problems? 2. How is the claiming process affected by media and differing social realities of people affected by community conditions? 3. How do we avoid blaming the victim while encouraging personal responsibility and self-determination? What is our role as social workers in addressing community problems?

Class 4 **9/22**	**Understanding Communities, Part 2**
Activities	► *Mobilizing Community Assets* video & discussion ► Student update: OCOC Community Organizing training
Readings:	**HP:** Chapter 6 – Discovering and documenting the life of a community McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Retrieved August 6, 2007, from Northwestern University, School of Education and Social Policy, Asset Based Community Development Institute Web site: http://www.northwestern.edu/ipr/publications/papers/2003/mcklecture.pdf Focus Questions: 1. How do we identify and understand community *assets*, not just apparent problems? Why is this important for social work practice? 2. How do we understand a community's power structure? What different ways is power exercised in communities by persons with influence? 3. What is the "institutional assumption" (McKnight) and why do citizens need to "recover" space in the community? What are the pitfalls of understanding communities through the lens of professional service providers? 4. What can social workers do to adopt and use a *community building* perspective?

Class 5 **9/29**	**Engaging & Partnering with Communities**
Activities	► Photovoice & community food assessments: the life of a community through the eyes of youth in the community ► Community assessment simulation

Readings: **HP:** Chapter 7 – Using assessment in community practice

Kretzmann, J. & McKnight, J. (2005). *Discovering community power: A guide to mobilizing local assets and your organization's capacity.* W.K. Kellogg Foundation. **(BB) (Read Section 1 Only)**

Learning Point Associates. (n.d.) Chapter 2: Conducting a community assessment. *Putting the pieces together: Comprehensive school-linked strategies for children and families.* Retrieved August 7, 2008 from http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/ppt/chap2.htm

Focus Questions:

1. What are different types of community assessments? What are different methods of partnering with communities to conduct them?
2. To what degree does your field placement agency have relationships with local associations, individuals, economy, physical space and other agencies (Kretzmann & McKnight)?
3. How do you conduct a focus group or public forum as part of a community assessment?
4. What are different sources of existing data that can be used for a community assessment?

Class 6 10/6	**Understanding Human Service Organizations**

Activities

► Students share results of their organizational assessments

Readings: **HP:** Chapter 9 – Using your agency

Focus Questions:

1. What are the key differences among nonprofit, for profit and public human service organizations?
2. How is power exercised in your field agency? Who has it and how do they use it? What are forces for and against change in your organization?
3. What organizations can be called "community-based"? What does this mean?
4. How does organizational structure and culture affect services offered?

Class 7 10/13	**Working in Groups**

Activities

► Task group simulations: the good, the bad and the ugly
► Student update: OCOC Neighborhood Walk / Petition Drive

Readings: **HP:** Chapter 10: Using work groups: committees, teams and boards

Carlson, M.S. (1998). A model for improving a group's effectiveness. *Popular Government, 63*(4), 37-45. Retrieved July 24, 2009 from http://www.sog.unc.edu/pubs/electronicversions/pg/carlson2.htm

Focus Questions:

1. How do stages of group development affect the work that gets done in organizations and communities?
2. How do you facilitate an effective meeting?
3. How do you deal with group conflict and other problems?

Class 8 10/20	**Organizational Change & Innovation**

Activities

- ► Dismantling racism: examples from the field
- ► Organizational change role play: heterosexism

Readings:

Hyde, C. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. *Journal of Community Practice, 11*(1), 39-59. **(UL)**

Messinger, L. (2004) Out in the field: Gay and lesbian social work students' experiences in field placement. *Journal of Social Work Education, 40*(2), 187-203. **(UL)**

O'Hara, D. (2009). *Becoming an anti-racist/racially just organization: The environmental support center's story*. Washington, DC: Environmental Support Center. Retrieved July 24, 2009 from http://www.envsc.org/resources/Microsoft%20Word%20-%20ESCs%20story%20final%20_2_.pdf **(BB)**

Focus Questions:

1. What are the differences among *culturally competent*, *multicultural* and *anti-oppressive* organizations?
2. What steps do organizations need to take to become *culturally competent, multicultural* or *anti-oppressive*?
3. What is our role as social workers to facilitate organizational change? What are some strategies and tactics we can use?

Class 9 10/27	**Planning Programs & Interventions: Essential Skills**

Activities

- ► Logic model development exercise

Readings:

W.K. Kellogg Foundation. (2004). *Logic model development guide*. (Read Chapters 1 & 2 – pp. 1-25). Battle Creek, MI. Retrieved July 24, 2009 from http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf **(BB)**

Focus Questions:

1. What is the difference between an *output* and an *outcome*?
2. What are the underlying assumptions we make about why programs or interventions will work?
3. How do we know if there is a good fit between our assessment and the intervention we have chosen?
4. How can logic models sharpen our thinking about how to best help clients?

Class 10 **11/3**	**Community Practice Models & Skills, Part 1** *Community Development*
Activities	► Streets of Hope Video – Dudley Street Neighborhood Initiative ► Student update: OCOC Assembly
Readings:	**HP:** Chapter 5 – Community intervention and programs: Let's extend the clan Johnson Butterfield, A.K., Chisanga, B. (2008). Community development. In T. Mizrahi and L.E. Davis (Eds.) *Encyclopedia of Social Work (20th Edition).* Washington, DC: . National Association of Social Workers. (e-reference edition). **(UL)** (Click "Browse" and enter "Community Development") Sherraden, M.S. (2008). Community economic development. In T. Mizrahi and L.E. Davis (Eds.) *Encyclopedia of Social Work (20th Edition).* Washington, DC: . National Association of Social Workers. (e-reference edition). **(UL)** (Click "Browse" and enter "Community Economic Development") Focus Questions: 1. How is community development different than community organizing? 2. How does community economic development seek to "humanize" capitalism? How do we see this play out in *Streets of Hope*? 3. Why is it important to focus on job creation, microenterprise, housing and financial services in lower-wealth neighborhoods?

Class 11 **11/10**	**Community Practice Models & Skills, Part 2** *Resident-Led Community Development*
Activities	► Assets-Based Community Development: Guest Speaker, TBA
Readings:	Kretzmann, J.P. & McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets* (Introduction, pp. 1-11). Evanston, Ill: Institute for Policy Research. Retrieved July 31, 2009 from http://www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf **(BB)** *Additional readings to be announced* Focus Questions: 1. What are specific ways ABCD methods can be used to improve the quality of life for a target population? What are some case examples? 2. What essential social work skills are needed to put ABCD in use? 3. How can ABCD methods be used in other social work practice fields such as mental health services?

Class 12 **11/17**	**Community Practice Models & Skills, Part 3** *Community Organizing*

Activities

- ► Organizing simulation
- ► Video segments: *The Democratic Promise*

Readings:

HP: Chapter 14 – Using organizing: Acting in concert

Lopez, M.E. (2003). Transforming schools through community organizing: A research review. Harvard Family Research Project, Harvard Graduate School of Education, Cambridge, MA. **(BB)**

Mondros, J. & Staples, L. (2008). Community organization. *Encyclopedia of social work* (20th ed.) National Association of Social Workers and Oxford University Press, Inc. http://webcat.lib.unc.edu/record=b5557364 (follow full text link, search or browse for "community organization").

Focus Questions:

1. What is the importance of relationship building to community organizing?
2. What are the key characteristics of the IAF model founded by Saul Alinsky and how is it being used in our community and in efforts to improve public education?
3. What is the relevance of power and conflict to organizing? How does this translate into organizing skills and tactics? How can parents build power to improve public education for their children? How is this different than "parent involvement"?

Class 13 **11/24**	**Community Practice Models & Skills, Part 4** *Social Action*

Activities

- ► Advocacy role plays
- ► Social action case examples

Readings:

HP: Chapter 13 – Using the advocacy spectrum

Mondros, J. (2002). Principles and practice guidelines for social action. In A. Roberts & G. Greene *Social worker's desk reference*. (pp. 534-539). New York: Oxford University Press. **(BB)**

Focus Questions:

1. What are ways we can help develop and support self-advocacy groups in the community?
2. When do we step up – advocate for disadvantaged groups or step back – let those groups speak for themselves?
3. What are effective advocacy strategies and tactics? How do we negotiate from a position of power?

Class 14 **12/1**	**Use of Self in Community Practice** **Course Review**

► Course re-cap, evaluation

Readings: **HP:** Chapter 8 – Using self in community practice: Assertiveness

Focus Questions:

1. How do you assert yourself as a student and emerging professional in working in the community? What are assertive communication and conflict management skills you can use?
2. What did you learn in this course and how do you plan to apply it in practice? What commitments are you willing to make?
3. To what degree did this course help you to meet your learning goals? How did you contribute to our learning community?