

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF SOCIAL WORK**

Course Number: SOWO 875  
Course Title: Community Theory and Practice  
Time: Mondays, 9:00-11:50 AM  
Location: Zoom  
Semester, Year: Fall Semester, 2020  
Instructor: Tonya Van Deirse, PhD, MSW  
School of Social Work  
Office: 919.962.6428  
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Office Hours: Mondays 12pm – 2:00 pm

**Course Description:** Engages students in examining theory, methods, and strategies for community practice within complex political and economic environments, emphasizing values and intervention methods.

**875 Course Objectives:**

Upon completion of the course, students will be able to demonstrate:

1. Knowledge of and ability to demonstrate facilitation and leadership skills in community development, organizing, and planning settings;
2. Ability to analyze group dynamics in a task group setting;
3. Ability to discuss and apply knowledge about cultural competence in the analysis of organizations and practice situations in multicultural communities. Ability to apply a framework for learning about specific community cultures;
4. Ability to analyze emerging issues in political/economic environments that affect opportunities and access for low-wealth populations and community practice settings;
5. Knowledge of and ability to analyze and apply community and practice theories in course discussions and assignments; Ability to theorize and compare utility of theories in diverse practice situations in class presentations and papers;
6. Knowledge of and ability to employ conceptual frameworks and practice approaches used in the class in analyzing community strategies and decision-making processes;
7. Ability to articulate, critique and apply social work values, ethics, and professional principles for community practice, and to use values and ethics for decision-making in settings where different values and interests are in competition and where there are significant power differentials;
8. Ability to explain and appreciate the competing demands that multiple stakeholders place on community-based organizations, and the multiple expectations and demands placed on community practitioners;
9. Ability to integrate theory, knowledge, research findings, and skills to demonstrate advanced practice competencies, such as building a diverse and culturally competent community organization, coordinating the work of diverse groups in communities, and building a shared culture in an organization or community group that appreciates the strengths of oppressed populations;
10. Knowledge of current trends, issues, and studies that shape and influence organizing, planning, and development processes in both community-based organizations and communities in relation to students' special interest projects; and
11. Ability to demonstrate and teach selected knowledge, skills and competencies for community practice in class presentations.

## Expanded Description

This course focuses on social planning as a model of community practice. Social planning refers to “the application of rational problem-solving techniques and data-driven methodologies to conceive, develop, coordinate, and deliver human services” (Sager & Weil, 2013). In practice, social planning requires engaging stakeholders across service systems and integrating multiple sources of knowledge (e.g., data, relational, organizational, theoretical) to understand the historical, sociopolitical and economic context of a condition in order to develop strategies for effecting change within a complex and dynamic inter-organizational environment. This course will enable students to:

- (a) Critically examine the development and context of community practice social work and social planning as the context in which this course is situated;
- (b) Build skills to engage organizational and community partners to understand the complexity of the social planning context (e.g., historical, sociopolitical, and economic) and to effectively collaborate and coordinate across multiple systems, sectors, agencies;
- (c) Understand the key theoretical perspectives and paradigms that inform community practice, specifically social planning models;
- (d) Identify and implement multiple assessment methods (e.g., data collection, analysis, interpretation) to understand the scope of the condition the social planning model aims to address, the impact of the condition on the community, and the nature and structure of organizational relationships relevant to the social planning context;
- (e) Integrate multiple sources of knowledge and information to develop and implement strategies (e.g., relational, organizational, programmatic) that address a given complex context, particularly those that bridge disciplines, organizations, and sectors;
- (f) Identify and utilize relevant project management skills and tools to achieve a given deliverable or goal; and
- (g) Critically examine identity and positionality within the context of community practice, particularly inter-organizational work and social planning.

## Required Texts/Readings:

There are no required textbooks for this course. All materials will be available on our class Sakai site or via the library.

## Assumptions about this course:

- Effective and competent social work practice begins with an interrogation of personal biases and assumptions and a reflective analysis about how one’s identity and worldview impact the focus of our practice as well as the paradigms, theories, and actions we select
- Social workers must be aware of the historical and current context of a given community and organizational condition – particularly the ways in which systems of oppression create and perpetuate social problems – to engage, assess, and intervene for macro-level change
- Micro-level social workers *primarily* intervene at the individual and family levels and macro-level social workers *primarily* intervene at community, organizational, and policy levels
- Regardless of a social worker’s primary orientation toward macro or micro social work, all social workers will engage in episodes of change from the individual to the macro-level
- Macro-level social work requires authenticity and strong interpersonal skills that foster relationships and build trust with communities
- Macro social workers acknowledge that the stakeholders are experts, particularly those most affected by the social problem
- Macro social workers should develop an array of tools and strategies that can target both incremental and transformative change

- Addressing complex social problems requires inter-organizational networks and cross-system collaboration and social workers should understand how organizational environments, including culture and climate, impact change efforts
- No single intervention will solve a social problem; rather, multi-level and multi-system strategies and interventions are required to address a social problem

### Course Requirements

Requirement	Due Date	Points
Class Attendance	Ongoing	13
Participation, practice reflections, reflexivity statement	Ongoing; reflexivity statement due class 7-14	20
Project proposal and implementation plan	Draft: Class 5 Final: Class 7	20
Project updates	Classes 9, 11 Class 13 or 14	20
Course product	Class 14	20
H-grade assignment	Class 14	7

### Class attendance

I take attendance at the start of each class. Students are expected to attend class, arrive on time, and stay until the end of class. Points will be deducted from your attendance grade if you miss more than one class and/or have a pattern of being late or leaving early.

### Participation and practice reflections

**Participation.** Participation points are awarded based on engagement in class discussions and small group work, productive use of in-class work time, and practice reflections posted to the forum. Students are expected to read materials in advance of class and be prepared to engage in discussion. In addition, students will be given time during class to work on the project proposal and the course product and should use that time effectively.

**Zoom.** Engagement in our zoom environment includes participation in large group discussion as well as small group discussions in break-out rooms. Students should not rely on the chat function as a vehicle for their participation. Students are expected to join each class with their video cameras on. However, if joining with video presents significant challenges, students should contact the instructor in advance of the class. As a class, we will commit to doing our best to minimize distractions (e.g., dogs barking, doorbells ringing, children needing snacks) while also understanding that, despite our best efforts, “distractions” are inevitable and the reality of our current context. Consequently, grace and understanding are encouraged.

**Practice reflections.** Students are expected to engage in forum-based discussions with peers on Sakai. On average, students should post one reflection each week with a mixture of responses to other students or new threads. Topics for reflections should center on community practice and social planning. Examples for reflections may be:

- Specific instances in which the student engaged organizational partners from different disciplines or sectors – briefly describe the context and purpose of the interaction and reflect on the result or consequence of interaction (e.g., rapport building).
- Reflection on community practice – specifically social planning – as it relates to the field setting
- Reflection on the real-world application of skills and knowledge addressed in class
- Reflection on ethical challenges and dilemmas faced in the field
- Follow-up questions or thoughts from class discussion

Students are encouraged to start threads on the forum and read and respond to other students. Participation on the forum will be assessed by presence and quality of response. For instance, responding

to a classmate by further reflecting on their post versus simply indicating (dis)agreement. Dialogue on forum posts are expected to follow the same community standards we set for in-class discussion.

**Reflexivity and reflective practice.** Understanding the ways in which our identities and position impact every aspect of our practice is an essential social work competency. Our identities and worldviews shape how we interpret information, prioritize issues, and develop action steps. Identity also plays a central role in our interactions and engagement with others. Students will spend time reflecting on their identities and ways in which power, privilege, oppression, and marginalization may impact how they are interpreting the social planning context (including the condition that social planning aims to address) and the limitations and advantages aspects of their identity may bring to their perspectives. This reflection should be no more than 2 pages, double-spaced and is **due between Class 7 and Class 14.**

### **Project proposal and implementation plan, project updates, and course product**

Although social planning models follow a rational and sequential planning approach, social workers may enter the work at any given point (e.g., initial assessment, coalition building, model implementation, evaluation, etc.). In addition, given that our work is context-dependent, there is no script (e.g., manualized intervention) that community practice social workers can follow to achieve the stated outcomes. Rather, we need to be able to assess and respond to complex and dynamic environments and adapt our work accordingly. To reflect this reality, students will be asked to propose their own course product based on their selected social planning context. **Think of the social planning context as an inter-organizational or cross-agency space in which stakeholders use data (i.e., knowledge from multiple sources) to develop strategies to improve the lives of individuals within a community.** The products should focus on either assessment or intervention. For instance, students may conduct an assessment that applies theoretical frameworks and primary data collection in order to build a comprehensive understanding of the historical, sociopolitical and economic context. Other students engaged in a social planning model for which an assessment has already been completed may develop and implement specific strategies within an inter-organizational context (e.g., facilitating a series of inter-organizational stakeholder meetings meant to increase systems-level problem-solving across disciplines). Whether students select assessment and/or intervention, engagement should be woven throughout.

**Course product.** Students have the option of working alone or in groups and will determine their course product. This product must be grounded in a social planning context (see above) and may be related to a student's field setting (this is not required). The product should center on assessment or intervention and should reflect theoretical frameworks, stakeholder engagement, data collection and/or analysis, and strategic and critical thinking. Assessment-related products involve actions or strategies meant to obtain additional information about the complexity and inter-organizational dynamics of a given context. For instance, a group may design a tool for assessing inter-organizational relationships. Additionally, students may also conduct a series of relational meetings with key stakeholders in the community to map relationships and learn about the social planning context.

Intervention-related products involve actions or strategies meant to change a given outcome. For instance, a group may use assessment findings to develop a cross-agency training program to increase knowledge and skills of those working with individuals at the intersection of different systems. Additionally, a group may facilitate a series of inter-organizational outreach meetings to foster network building between organizations operating within the same task environment. **Course products are due Class 14.**

**Project proposal and implementation plan.** In groups or individually, students will develop their ideas for a course product and draft a project proposal and implementation plan. The first draft of this plan is due Class 5. For this draft, students/groups can follow the format for the final proposal (below) or can submit a summary addressing the following: (1) what condition(s) this social planning context is addressing, (2) what organizations appear to be involved, (3) what additional work or contribution may be needed (e.g., additional assessment, engaging new partners, modifying intervention strategies), (4) any additional information that would be helpful to know (e.g., political, historical, economic context), and (5) a rough idea of a potential course product. This is only a draft and should reflect your initial

understanding. The draft should be brief (maybe a page) and should address the 5 points above and any other relevant info the student/group believes to be important.

Students/groups will revise their draft proposals based on instructor feedback and additional engagement and assessment work completed by the student/group. **The final proposal is due on Class 7.** The final proposal should include the following:

1. The community practice or social planning context, including:
  - a. Description of the condition that the social planning context addresses
  - b. Organizations that appear to be involved in the social planning context and, if available, their roles
  - c. Any important information about the political, historical, economic, social context of the condition that might explain the significance and urgency
  - d. What additional work or contribution may be needed (e.g., additional assessment, engaging new partners, modifying intervention strategies)
2. A brief description of your course product and why it is necessary (i.e., what gap does this fill?)
3. A description of specific deliverables associated with the product and the tasks to complete in order to achieve deliverables
4. Identification of your team members and your specific plans for accountability
  - a. How will you distribute tasks in a way that shares work and experiences?
  - b. How and how frequently will you report out on task progress (format/method needs to be accessible to me; e.g., Microsoft Teams, team Sakai forum on our site or a Google document)
  - c. If working individually, what is your accountability plan? You are encouraged to find an accountability partner and make a plan for reporting regularly on task progress.
5. A description of the students' learning objectives this product will address, and specific skill sets the student/group will practice
6. A gantt chart indicating the timeline for completion of tasks that is consistent with our course schedule and due dates

Students are encouraged to incorporate project management skills and tools from strategies discussed in class or learned about via the LinkedIn Learning options (see below).

This table is meant to show examples of potential products and to help distinguish between course product, deliverables, and tasks. Examples of deliverables and tasks associated with the course product are not exhaustive.

<b>Course product example</b>	<b>Deliverable</b>	<b>Task</b>
Assessment of inter-organizational relationships	1.Measurement tool development	<u>Tasks for measurement tool development:</u> 1a. Research core constructs associated with effective partnerships 1b. Draft items for measurement tool 1c. Pilot test tool with subset of participants
	2.Data collection protocol	<u>Tasks for data collection protocol:</u> 2a. Confirm study design and timeframe 2b. Develop sampling strategy 2c. Convert tool for online distribution

Cross-system, interdisciplinary training	1. Curriculum development  2. Training protocol (including logistics)	<u>Tasks for curriculum development:</u> 1a. Identify learning objectives 1b. Confirm topics for the course 1c. Develop content for training sessions  <u>Tasks for training protocol:</u> 2a. Determine in-person vs virtual training 2b. Examine organizational capacity for training format 2c. Develop training evaluation tool
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**Project updates.** For this course, you will give project updates during class by preparing a one-page status report (i.e., dashboard) regarding the progress on tasks and deliverables. Each student/group will share the status report and give a brief report-out during class. The status update should include: (a) progress of each task or group of tasks, (b) challenges faced in completion of tasks, (c) modifications to the timeline and reasons for modifying, and (d) any technical assistance or feedback requested of the group. During the semester, students/groups will give three project updates. **The first two are on Class 9 and Class 11.** Students will give a final project update during **either Class 13 or Class 14** (splitting the class in half). The final update will include a status report for all tasks and deliverables associated with the project, a review of any materials created (e.g., training curriculum, assessment tool, conceptual model), a reflection on the process of creating the product, a reflection on the product itself, and next steps associated with the product.

#### **For H-level Consideration in the Course**

Students interested in obtaining an H-level grade in this course (i.e., 94 and above) must complete 3 courses via LinkedIn Learning. LinkedIn Learning provides online learning modules in several different areas and are free for UNC students. Students working towards a High Pass in this class must complete at least one course on project management (except the one required for class 4) and can choose other topics for the remaining two courses (e.g., diversity and inclusion, software, leadership and management). Once these courses are complete, students should take a screenshot and submit it via the dropbox on Sakai and write a brief summary of (a) key takeaways of the course, (b) how the skill/knowledge is useful for community practice, and (c) what additional learning goals they have in this area. **Completion of these courses does not guarantee an H grade in the class.** Students must also meet expectations in the other course assignments. LinkedIn Learning modules completed prior to the start of this class do not count as one of the 3 required for a High Pass. Students can complete these courses at any point during the semester. However, they need to be completed by **Class 14**.

#### **Expectations for Written Assignments**

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. 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 style,** unless assignment instructions indicate otherwise. Information concerning APA style and writing resources are listed below:

American Psychological Association. (2019). *Publication manual of the American Psychological Association, 7<sup>th</sup> Edition*. Washington, D.C.: American Psychological Association.

#### **Writing Support**

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills

by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com). In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

### **Policy on late submissions**

An assignment is considered late if it is submitted any later than the start of class on the day it is due. The grade for late assignments will be reduced 10% per day, including weekends. That is, if an assignment is turned in any later than the start of class, the grade will be reduced by 10% if turned in within the next 24 hours, 20% if turned in within 48 hours, 30% if turned in within 72 hours, etc. 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 include the following pledge on the first page of all written assignments: **"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.

### **Accessibility and Resource Services**

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: [accessibility@unc.edu](mailto:accessibility@unc.edu) or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

### **Policy on Discrimination, Harassment, and Violence**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance](#), [Report and Response Coordinators](#), [Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu). <https://safe.unc.edu/create-change/faculty-staff-opportunities/>

**Community Standards in Our Course and Mask Use.** This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.



### Class Schedule & Reading Assignments

Class	Learning Objectives	Readings and Assignments
<p><b>Class 1 - Aug 10</b> Introduction and course overview</p> <p>Introduction to each other</p> <p>Introduction to community practice and social planning</p> <p>Defining cross-sectoral, inter-organizational contexts</p>	<ul style="list-style-type: none"> <li>• Understand what community practice and social planning are and reflect on these areas of practice within the current context.</li> <li>• Understand how community practice fits within social work and how it evolved over time.</li> <li>• Define cross-sectoral and inter-organizational practice</li> <li>• Understand the course expectations, assignments, and schedule.</li> <li>• Engage classmates and learn about their interests and learning goals.</li> </ul>	<p><b>Required</b> Gutiérrez, L. M., &amp; Gant, L. M. (2018). Community practice in social work: Reflections on its first century and directions for the future. <i>Social Service Review</i>, 92(4), 617-646.</p> <p>Santiago, A. M., &amp; Smith, R. J. (2020). Community practice, social action, and the politics of pandemics. <i>Journal of Community Practice</i> 28 (2), 89-99</p> <p><a href="#">White Supremacy Organizational Culture in the Time of COVID-19</a></p> <p><b>Recommended</b> Carlton-LaNey, I. (2011). African American club women’s resistance to oppressive public policy in the early 20th century. <i>Social welfare policy: Regulation and resistance among people of color</i>, 43-62.</p> <p>Brueggemann, W. (2013). History and Context for Community Practice in North America In Weil, M., Reisch, M. S., &amp; Ohmer, M. L. (Eds.). (2013). <i>The Handbook of Community Practice</i>. Sage Publications.</p> <p>Weil, M., Gamble, D. &amp; Ohmer, M. (2013). Evolution, Models and the Changing Context of Community Practice In Weil, M., Reisch, M. S., &amp; Ohmer, M. L. (Eds.). (2013). <i>The Handbook of Community Practice</i>. Sage Publications.</p> <p>Hölscher, D., &amp; Chiumbu, S. (2020). Anti-oppressive Community Work Practice and the Decolonization Debate: A Contribution from the Global South. <i>Community Practice and Social Development in Social Work</i>, 223-242.</p> <p>Knight, C., &amp; Gitterman, A. (2018). Merging micro and macro intervention: Social work practice with groups in the community. <i>Journal of Social Work Education</i>, 54(1), 3-17.</p>

<p><b>Class 2 - Aug 17</b> Our class community expectations</p> <p>The value of relational work in community practice and social planning</p> <p>Reflective practice as an essential skill set</p>	<ul style="list-style-type: none"> <li>Engage with classmates to develop our community expectations for the semester.</li> <li>Understand what relational work in macro practice is and what is meant by relational skills.</li> <li>Understand what social planning means within the context of community practice and why we are focusing on cross-sectoral and inter-organizational context.</li> <li>Reflect on how your identities, values, and worldviews shaped your interest in social work, in general, and macro community practice in particular</li> </ul>	<p><b>Required</b> Sager, J. S., &amp; Weil, M. (2013). Larger-scale social planning: Planning for services and communities In Weil, M., Reisch, M. S., &amp; Ohmer, M. L. (Eds.). (2013). <i>The Handbook of Community Practice</i>. Sage Publications.</p> <p>Koh, B. D., &amp; Boisen, L. S. (2019). The Use-of-selves interdependent model: A pedagogical model for reflective practice. <i>Journal of Social Work Education, 55</i>(2), 338-350.</p> <p><b>Recommended</b> Rothman, J. (2007). Multi modes of intervention at the macro level. <i>Journal of Community Practice, 15</i>(4), 11-40.</p> <p>Clarke, A., &amp; Crane, A. (2018). Cross-Sector Partnerships for Systemic Change: Systematized Literature Review and Agenda for Further Research. <i>Journal of Business Ethics, 150</i>(2), 303-313.</p> <p>McRae, M. B. &amp; Short, E. L. (2010). Understanding groups as psychodynamic systems in the context of racial and cultural factors: theoretical framework. In <i>Racial and cultural dynamics in group and organizational life: Crossing boundaries</i> (pp. 1-12). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452274751.n1</p> <p>McRae, M. B. &amp; Short, E. L. (2010). Group development: The impact of racial and cultural factors. In <i>Racial and cultural dynamics in group and organizational life: Crossing boundaries</i> (pp. 43-58). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452274751.n4</p>
<p><b>Class 3 - Aug 25</b> The problem theory and theory of change</p> <p>Planning approaches, paradigms, and the rational model</p> <p>In-class consultations</p>	<ul style="list-style-type: none"> <li>Understand the different paradigms or approaches to social planning; the benefits and limitations of a rational planning approach</li> <li>Understand the underlying theory of change underpinning community</li> </ul>	<p><b>Required</b> Netting &amp; O'Connor (2013). Program Planning and Implementation: Designing Responses to Address Community. In <i>The Handbook of Community Practice, 757-772</i></p> <p>Ford, C. L., &amp; Airhihenbuwa, C. O. (2010). Critical race theory, race equity, and public health: toward antiracism praxis. <i>American Journal of Public Health, 100</i>(S1), S30-S35.</p>

	<p>practice models, particularly social planning</p> <ul style="list-style-type: none"> <li>• Apply paradigms or approaches to complex contexts in which you are involved or interested in</li> <li>• Understand how identity, values, worldview impact affiliation with a given paradigm or approach</li> <li>• Consider and reflect on potential social planning contexts for focus of course project</li> </ul>	<p>Walsh, E. A. (2018). White fragility as an obstacle to anti-racist resilience planning: Opportunities for equity-conscious partnerships. <i>Journal of Urban Management</i>, 7(3), 181-189.</p> <p><b>Recommended</b>  Weil, M. &amp; Ohmer, M.. (2013) Applying Practice Theories in Community Work In Weil, M., Reisch, M. S., &amp; Ohmer, M. L. (Eds.). (2013). <i>The Handbook of Community Practice</i>. Sage Publications</p> <p>Sawyer, J. M., &amp; Coles, D. (2020). Strengths Perspective in Critical Macro Practice: Tentative Guidance for Transformative Strengths-Based Policy, Organizational, and Community Practice. University of Kansas Libraries.</p>
<p><b>Class 4 - Aug 31</b>  Project management workshop</p> <p>In-class consultations</p>	<ul style="list-style-type: none"> <li>• Learn what project management is and how it is used in social planning, community practice, and social work broadly</li> <li>• Learn project management styles  Learn about tools and software to aid in project management</li> </ul>	<p><b>Required</b></p> <p>LinkedIn Learning: Project Management Simplified</p> <p><b>Recommended</b>  TBD</p>
<p><b>Labor Day - Sep 7</b></p>		
<p><b>Class 5 - Sep 14</b></p> <p>Assessing the complex context - engagement, theories, frameworks, and alternative perspectives</p> <p><b>Due: Draft project proposal</b></p>	<ul style="list-style-type: none"> <li>• Apply current knowledge about assessment and the social construction of problems to a complex, cross-sectoral, inter-organizational context</li> <li>• Identify and utilize theoretical frameworks to examine the complexity of the context, including implementation</li> </ul>	<p><b>Required</b></p> <p>Turner, E. O., &amp; Beneke, A. J. (2020). ‘Softening’ school resource officers: the extension of police presence in schools in an era of Black Lives Matter, school shootings, and rising inequality. <i>Race Ethnicity and Education</i>, 23(2), 221-240.</p> <p>Hardcastle, D. A., Powers, P. R., &amp; Wenocur, S. (2011). Chapter 2: Theory-Based, Model-Based Community Practice. In D. A. Hardcastle et al. <i>Community practice: Theories and skills for social workers</i>. Oxford University Press, USA.</p>

	<p>determinants via the EPIS framework</p> <ul style="list-style-type: none"> <li>• Understand alternative perspectives or explanations for a given complex context</li> <li>• Identify strategies for engagement within this complex context and consider how identity, values, and worldview shape selection of strategies</li> <li>• Understand the ways in which your identity, values, and worldview shape your selection of knowledge sources (e.g., theories, people, research)</li> </ul>	<p><b>Recommended</b></p> <p>Abramovitz, M. (2013). Political Ideology and Social Welfare in Encyclopedia of Social Work: Oxford University Press, USA.</p> <p>Reisch, M., &amp; Jani, J. S. (2012). The new politics of social work practice: Understanding context to promote change. <i>The British Journal of Social Work</i>, 42(6), 1132-1150.</p>
<p><b>Class 6 - Sep 21</b></p> <p>Inter-organizational and cross-sectoral collaboration</p> <p>In-class consultations</p>	<ul style="list-style-type: none"> <li>• Understand inter-organizational theory and apply key concepts to a given complex context</li> <li>• Understand essential domains associated with inter-organizational collaboration and apply key concepts to a given complex context</li> <li>• Reflect on gaps in personal knowledge and understanding of a complex context of interest and develop a plan for addressing this knowledge gap</li> </ul>	<p><b>Required</b></p> <p>Mizrahi, T., Rosenthal, B. &amp; Ivery, J. (2013). Coalitions, Collaborations, and Partnerships: Interorganizational Approaches to Social Change In Weil, M., Reisch, M. S., &amp; Ohmer, M. L. (Eds.). (2013). <i>The Handbook of Community Practice</i>. Sage Publications</p> <p>Leach, K. A., &amp; Crichlow, W. (2020). CRT intersectionality and non-profit collaboration: a critical reflection. <i>Community Development Journal</i>, 55(1), 121-138.</p> <p><b>Recommended</b></p> <p>Gazley, B., &amp; Guo, C. (2015). What do we know about nonprofit collaboration? A comprehensive systematic review of the literature. In <i>Academy of management proceedings</i> (Vol. 2015, No. 1, p. 15409). Briarcliff Manor, NY 10510: Academy of Management.</p> <p>Gazley, B. (2017). The current state of interorganizational collaboration: Lessons for human service research and management.</p>

<p><b>Class 7 - Sep 28</b></p> <p>Assessing predictors of collaboration</p> <p><b>Due: Final project proposal</b></p>	<ul style="list-style-type: none"> <li>Understand the predictors or elements of successful inter-organizational or cross-sectoral collaboration and draft a conceptual model</li> <li>Apply existing knowledge about assessment and measurement to examine constructs associated with successful inter-organizational or cross-sectoral collaboration</li> </ul>	<p><b>Required</b></p> <p>Bryson, J. M., Crosby, B. C., &amp; Stone, M. M. (2015). Designing and implementing cross-sector collaborations: Needed and challenging. <i>Public Administration Review</i>, 75(5), 647-663.</p> <p>Conner, T. W., Nowlin, M. C., Rabovsky, T., &amp; Ripberger, J. T. (2016). Cultural theory and managerial values: <i>Examining trust as a motivation for collaboration</i>. <i>Public Administration</i>, 94(4), 915-932.</p> <p>Bunger, A. C., McBeath, B., Chuang, E., &amp; Collins-Camargo, C. (2017). Institutional and market pressures on interorganizational collaboration and competition among private human service organizations. <i>Human Service Organizations: Management, Leadership &amp; Governance</i>, 41(1), 13-29.</p> <p><b>Recommended</b></p> <p>Korazim-Körösy, Y., Mizrahi, T., Bayne-Smith, M., &amp; Garcia, M. L. (2014). Professional determinants in community collaborations: Interdisciplinary comparative perspectives on roles and experiences among six disciplines. <i>Journal of Community Practice</i>, 22(1-2), 229-255.</p> <p>Rumping, S., Boendermaker, L., &amp; de Ruyter, D. J. (2019). Stimulating interdisciplinary collaboration among youth social workers: A scoping review. <i>Health &amp; Social Care in the Community</i>, 27(2), 293-305.</p>
<p><b>Class 8 - Oct 5</b></p> <p>Assessing and mapping the task environment</p>	<ul style="list-style-type: none"> <li>Apply existing knowledge to identify an organization's task environment</li> <li>Understand methods for mapping the task environment or inter-organizational networks for a given complex context</li> <li>Apply these methods to a complex context of interest</li> <li>Understand how to identify "gatekeepers" within a given context and consider</li> </ul>	<p><b>Required</b></p> <p>Hardcastle, D. A., Powers, P. R., &amp; Wenocur, S. (2011). Chapter 9: Using Networks and Networking In D.A. Hardcastle et al. <i>Community practice: Theories and skills for social workers</i>. Oxford University Press, USA.</p> <p>Crossley, N., Bellotti, E., Edwards, G., Everett, M. G., Koskinen, J., &amp; Tranmer, M. (2015). <i>Social network analysis for ego-nets: Social network analysis for actor-centered networks</i>. Sage.</p> <p>Introduction Getting Ego-Nets</p> <p><b>Recommended</b></p>

	strategies for engagement	Crossley, N., Bellotti, E., Edwards, G., Everett, M. G., Koskinen, J., & Tranmer, M. (2015). <i>Social network analysis for ego-nets: Social network analysis for actor-centered networks</i> . Sage. Social Capital and Small Worlds: a Primer
<b>Class 9 - Oct 12</b>  Analyzing basic data about organizational relationships  <i>Due: Project update 1</i>	<ul style="list-style-type: none"> <li>Understand how to do a basic analysis of network characteristics within an inter-organizational network</li> </ul>	<p><b>Required</b> Bunger, A., &amp; Huang, K. (2019). Change in collaborative ties in a children's mental health services network: A clique perspective. <i>Human Service Organizations: Management, Leadership &amp; Governance</i>, 43(2), 74-91.</p> <p>Hawe, P., Webster, C., &amp; Shiell, A. (2004). A glossary of terms for navigating the field of social network analysis. <i>Journal of Epidemiology &amp; Community Health</i>, 58(12), 971-975.</p> <p><b>Recommended</b> TBD</p>
<b>Class 10 - Oct 19</b>  Culture and climate within the inter-organizational and cross-system context: Effects on collaboration	<ul style="list-style-type: none"> <li>Examine culture, climate, white supremacy and racism within and across organizations and systems and effect on collaboration</li> <li>Examine organizational identity and legacy within the context of the social condition and its effect on collaboration</li> <li>Apply existing knowledge about organizational culture and climate to the context of social planning and inter-organizational work</li> <li>Understand the ways in which collaborative work, not just a single organization, may have a culture and climate</li> </ul>	<p><b>Required</b> Martsof, G. R., Sloan, J., Villarruel, A., Mason, D., &amp; Sullivan, C. (2018). Promoting a culture of health through cross-sector collaborations. <i>Health Promotion Practice</i>, 19(5), 784-791.</p> <p>The Centre for Community Organizations. <a href="#">White Supremacy Culture in Organizations</a></p> <p><b>Recommended</b> McRae, M. B. &amp; Short, E. L. (2010). Group dynamics in racially and culturally mixed groups. In <i>Racial and cultural dynamics in group and organizational life: Crossing boundaries</i> (pp. 59-78). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452274751.n5</p> <p>McRae, M. B. &amp; Short, E. L. (2010). Leadership, authority, and power in racially and culturally mixed groups. In <i>Racial and cultural dynamics in group and organizational life: Crossing boundaries</i> (pp. 94-113). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452274751.n7</p>

	<ul style="list-style-type: none"> <li>• Understand how identity, values, worldview shape (inter)organizational culture and climate</li> </ul>	
<p><b>Class 11 - Oct 26</b></p> <p>Cross-sectoral workforce development: trainings, learning collaboratives, and more</p> <p><i>Due: Project update 2</i></p>	<ul style="list-style-type: none"> <li>• Learn about collaborative models designed to enhance the skills and knowledge of a cross-agency, cross-system, or cross-sectoral workforce</li> <li>• Reflect on cross-sectoral or cross-system fluency as an essential skill set for community practice</li> </ul>	<p><b>Required</b></p> <p>Bunger, A. C., Hanson, R. F., Doogan, N. J., Powell, B. J., Cao, Y., &amp; Dunn, J. (2016). Can learning collaboratives support implementation by rewiring professional networks?. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 43(1), 79-92.</p> <p>Haas, S. M., Bauer-Leffler, S., &amp; Turley, E. (2011). Evaluation of cross-disciplinary training on the co-occurrence of domestic violence and child victimization: Overcoming barriers to collaboration. <i>Journal of Health and Human Services Administration</i>, 352-386.</p> <p><b>Recommended</b></p> <p>Jones, L., Packard, T., &amp; Nahrstedt, K. (2002). Evaluation of a training curriculum for inter-agency collaboration. <i>Journal of Community Practice</i>, 10(3), 23-40.</p> <p>Abram, F. Y., Mahaney, H. A., Linhorst, D. M., Toben, J., &amp; Flowers, M. (2005). Interorganizational collaboratives for children of prisoners: One that succeeds, another that struggled. <i>Journal of Community Practice</i>, 13(1), 31-47.</p> <p>Bunger, A. C., &amp; Lengnick-Hall, R. (2018). Do learning collaboratives strengthen communication? A comparison of organizational team communication networks over time. <i>Health Care Management Review</i>, 43(1), 50.</p>
<p><b>Class 12 - Nov 2</b></p> <p>Bridging systems with blended funding, MOAs, and more</p>	<ul style="list-style-type: none"> <li>• Learn about models that coordinate vs co-locate services</li> <li>• Compare the benefits and challenges of coordination vs co-location</li> </ul>	<p><b>Required</b></p> <p>Janich, N. K., &amp; Shafer, M. S. (2020). Challenges in implementing models of coordinated care. <i>Journal of Social Work</i>, 20(3), 365-382.</p> <p>Gerolamo, A. M., Kim, J. Y., Brown, J. D., Schuster, J., &amp; Kogan, J. (2016). Implementation of a reverse colocation model: Lessons from two community</p>

	<ul style="list-style-type: none"> <li>Consider leadership strategies and skills for managing cross-system and cross-sector networks</li> </ul>	<p>behavioral health agencies in rural Pennsylvania. <i>The Journal of Behavioral Health Services &amp; Research</i>, 43(3), 443-458.</p> <p>Silvia, C., &amp; McGuire, M. (2010). Leading public sector networks: An empirical examination of integrative leadership behaviors. <i>The Leadership Quarterly</i>, 21(2), 264-277.</p> <p><b>Recommended</b>  <a href="#">Criminal Justice/Mental Health Consensus Project</a></p> <p><a href="#">Blended and Braided Funding: A Guide for Policy Makers and Practitioners</a></p> <p>Parletta, V. A., &amp; Waghorn, G. (2016). The financial viability of evidence-based supported employment for people with mental illnesses in a blended funding system. <i>Journal of Vocational Rehabilitation</i>, 44(2), 227-241.</p>
<p><b>Class 13 - Nov 9</b></p> <p>Termination and community practice</p> <p><i>Due: Final project update</i></p>	<ul style="list-style-type: none"> <li>Discuss ways in which episodes of inter-organizational and cross-sectoral work ends (e.g., grants end, goals achieved, partnerships dissolve, policies terminate the effort) and how to end work without terminating a partnership</li> <li>Learn about the projects and products of classmates</li> </ul>	<p><b>Required</b></p> <p>TBD</p> <p><b>Recommended</b></p> <p>TBD</p>
<p><b>Class 14 - Nov 16</b></p> <p>Course products Course closure</p> <p><i>Due: Final project update</i>  <i>Due: Course product</i>  <i>Due: H-Level assignment</i></p>	<ul style="list-style-type: none"> <li>Learn about the projects and products of classmates</li> <li>Discuss progress with respect to learning goals</li> </ul>	<p><b>Required</b></p> <p>TBD</p> <p><b>Recommended</b></p> <p>TBD</p>