

SWK-S 433 Community Behavior and Practice (3 cr.) within a Generalist Perspective

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course provides the theoretical foundation for community functioning and behavior and the knowledge and skills of community interventions designed to mitigate social, political and economic injustice and bring social change. The orientation of this course is primarily based on systems theory, the ecological and strengths perspectives and concepts of conflict, power, empowerment, corporate domination, global interconnections, and advocacy.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 6: Engage with Communities

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including communities (CSWE, 2015 EPAS, p.8).

- 7: Assess Communities

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including communities (CSWE, 2015 EPAS, p. 9).

- 8: Intervene with Communities

Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including communities (CSWE, 2015 EPAS, p. 9).

- 9: Evaluate Practice with Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse communities (CSWE, 2015 EPAS, p.9).

Secondary

1. 1: Demonstrate Ethical and Professional Behavior

Course Objectives

- S433-01** Analyze the place of community practice within generalist social work.
- S433-02** Demonstrate knowledge of classic and current theories of community and social change and their application to community practice.
- S433-03** Analyze the range of challenges faced by communities at the state, national, and international levels.
- S433-04** Apply skills in selecting the appropriate community interventions based on community challenges, assets, and opportunities.
- S433-05** Analyze the concentration of power, wealth, and decision-making at the community and international levels.
- S433-06** Apply social work skills in client engagement, data collection, assessment, planning, implementation, and evaluation processes in work with communities.
- S433-07** Analyze the effects of discrimination, economic deprivation, political marginalization, globalization, and oppression upon various populations-at-risk.
- S433-08** Apply evidence-based practice to community approaches.
- S433-09** Analyze practice-relevant technology to enhance community well-being.
- S433-10** Analyze social work values and ethical dilemmas as they relate to use of self and work with clients within the context of community practice.

Required Texts

Pyles, L. (2014). *Progressive community organizing: reflective practice in a globalizing world* (2nd ed.) New York, NY: Routledge.

Course Content

Within a generalist perspective, class content will focus on the analysis of community approaches and practitioner roles that address challenges faced by communities. These approaches include contemporary interpretations of locality development, social action, social planning and social movements. This course provides special attention to the challenges experienced by populations-at-risk, including, those distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, spirituality, physical and mental ability, age, and national origin. BSW graduates are expected to demonstrate the integration and application of the nine core competencies identified by the Council on social work Education, the accrediting body for all social work academic programs. Content and assignments in this course are designed to introduce, reinforce and/or emphasize selected competencies, and to assist students in developing core social work competencies.

The major evaluation of students' progress in accomplishing the learning objectives of this course is a progressive Neighborhood Assessment Project that students complete in stages. Students will work in small groups to plan, complete, and present an analysis of a neighborhood. Students will also complete an individual paper on the assessed neighborhood.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1:

Dates

Overview

- A. Overview of course and assignments
- B. Community work in the context of generalist practice
- C. Overview of community social work frames/modes

Assignments

Readings

1. Pyles, L. (2014). Chapter 1, Introduction (Text).
2. Reisch, M. (2015). Why macro practice matters (Canvas).

Module 2:

Dates

Overview

- A. Personal qualities and skills of a community practitioner
- B. Selecting appropriate community interventions

Assignments

Readings

1. Pyles, L. (2014). Chapter 2, The self-aware organizer (Text).
2. Community tool box: Chapter 2, sections 1, 2, and 8 (Canvas).
3. Community tool box: Chapter 3, section 5 (Canvas).

Module 3:

Dates

Overview

- A. Action plan for community change
- B. Theories for community change and community practice, part 1

Assignments

Readings

1. Pyles, L. (2014). Chapter 3, Theories and ideas for the progressive organizer (Text).
2. Community tool box: Chapter 1, section 9 (Canvas).

Module 4:

Dates

Overview

- A. Theories for community change and community practice, part two
- B. Persuasive speeches

Assignments

Readings

1. Aguilar, J.P. and Sen, S. (2009). Comparing conceptualizations of social capital. *Journal of Community Practice*, 17(4), 424-443.
2. Community tool box: Chapter 18, section 2 (Canvas).

Module 5:

Dates

Overview

- A. Issue framing and communication
- B. Critical organizing frameworks

Assignments

Readings

1. Pyles, L. (2014). Chapter 8, Communication, issue framing, media and technology (Text).
2. Pyles, L. (2014). Chapter 5, Critical organizing frameworks (Text).
3. Saxton, G.D., et. al. (2015). #AdvocatingforChange: The strategic use of hashtags in social media advocacy. *Advances in social work* Vol. 16 No. 1 (Spring 2015), 154-169.

Team Assignment: due on Canvas by 9am the day of class

1. Resource mapping plan

Module 6:

Dates

Overview

- A. Frameworks for community assessment
- B. How communities function (or not) to meet human needs
- C. Measuring community well-being
- D. Community assessment

Assignments

Readings

1. Community tool box: Chapter 3, sections 1, 2, 8, 19, 20 and 21 (Canvas).
2. See Canvas for additional readings

Module 7:

Dates

Overview

- A. Neighborhood visits

Assignments

Readings

1. See Canvas for specific readings
2. Review for helpful links: Community Tool Box: Chapter 3, sections 1 and 19
3. Read census tract level data on your assigned neighborhood to get an idea of the population demographics of the part of the community where you will be visiting in class today

Module 8:

Dates

Overview

- A. Group time: Neighborhood groups finish reports/community project group time to prepare for community project paper
- B. Consultation with instructor on projects

Module 9:

Dates

Overview

- A. Community level interventions and social movements: Emergence and effectiveness

Assignments

Readings

1. Pyles, L. (2014). Chapter 4, Learning from social movements (Text).
2. See Canvas for additional readings.

Individual and Team Assignment

1. Knowledge Testing (In Class Activity)

Module 10:

Dates

Module 11:

Dates

Overview

- A. Oppression, liberation and cultural competency in community work
- B. Community level conflict and interventions

Assignments

Readings

1. Pyles, L. (2014). Chapter 10, Toward solidarity: Understanding oppression and working with identity politics (Text).

2. Pyles, L. (2014). Chapter 7, Organizing people: Constituencies and coalitions (Text).
3. Community tool box: Chapter 27, section 3 (Canvas).

Individual Assignment – due on Canvas by 9am the day of class

1. Neighborhood Analysis Paper

Module 12:

Dates

Overview

- A. Community level conflict and interventions (cont.)

Assignments

Readings

1. Pyles, L. (2014). Chapter 5, Critical organizing frameworks (Text).

Module 13:

Dates

Overview

- A. Tactics of change in community work

Assignments

Readings

1. Pyles, L. (2014). Chapter 7, Toward empowering organizations (Text).
2. Canvas: The revolution will not be funded

Module 14:

Dates

Overview

- A. Religious and spiritual aspects of organizing
- B. Global connections in community practice

Assignments

Readings

1. Pyles, L. (2014). Chapter 11, Religious and spiritual aspects of organizing (Text).
2. Pyles, L. (2014). Chapter 12, Global justice: Organization and resistance (Text).
3. Staral, J. (2000). Building on mutual goals: The intersection of community practice and church-based organizing. *Journal of community practice*, 7(3), 85-95.
4. Foster, C. & Louie, J. Center for evaluation innovation. Blue print research and design.

Module 15:

Dates

Overview

- A. Ethics in community practice
- B. Research on community practice

- C. Evaluating social movements
- D. Wrapping up our thoughts on community practice

Assignments

Readings

- 1. Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social work*, 49(4), 595-604.
- 2. Community tool box. Chapter 36, Section 2. (Canvas)
- 3. Grassroots action and learning for social change: Evaluating community organizing. (2010). Foster, C. & Louie, J. Center for evaluation innovation. Blue print research and design.

Team Assignment – due on Canvas by 9am the day of class

- 1. Community Intervention Project paper

Module 16:

Dates

Overview

- A. Group Presentations

Assignments

Group Assignment – due on Canvas by 9am the day of class

- 1. Team presentations slides and handouts

Individual Assignments – due on Canvas by midnight the Friday after class

- 1. Professional participation rubric
- 2. Team Peer Evaluations

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12-point font, and conforming to APA style (6th ed.)

Assignments

- 1. Professionalism
 - a. DUE:
 - b. Final Grade Percentage:7.5
- 2. Resource Mapping Plan (Team)
 - a. DUE:
 - b. Final Grade Percentage:2.5
- 3. Knowledge Testing

- a. DUE:
- b. Final Grade Percentage:10
4. Signature Assignment: Neighborhood Analysis Paper
 - a. DUE:
 - b. Final Grade Percentage:25
5. Community Intervention Project (Team)
 - a. DUE:
 - b. Final Grade Percentage:40
6. Presentation (Team)
 - a. DUE:
 - b. Final Grade Percentage:10
7. Team Peer Evaluations
 - a. DUE:
 - b. Final Grade Percentage.....5

Assignment Details

Community Project

The class will be divided into small groups to focus on assessing, engaging, and proposing an intervention surrounding a community challenge. Groups will have 4- 6 members. Each group will utilize a strategic planning process to carry out identification of need along with ethical issues, resources, review of relevant literature, and determination of intervention strategy. Additional details will be provided via Canvas and in class. This project is a multiple part assignment consisting of the following:

- Action Plan (10 points)
- Meeting Minutes (5 points)
- Community Project Peer Reviews (10 points)
- Stakeholder Interview Notes (10 points)
- Community Project Paper #1 (40 points)
- Community Project Final Paper (60 points)
- 2 Team Member Evaluations 15 points each (30 points)
- Community Project Brief (50 points)
- Community Project Final Presentation (30 points)

Neighborhood Analysis Project (Signature Assignment)

Part I: Planning & Taking the Resource Mapping Tour

If you choose a geographic community, please consider working with a neighborhood that is **unfamiliar** to you and your group members and you are interested to learn about.

Things to observe:

Apparent zoning:

Do you notice clear boundaries between public, residential, commercial, and industrial areas?

Public-Municipal-NPO features:

Do you notice any law enforcement, fire, electrical, gas, water, postal and other public utilities? What about roads and traffic condition, safety and signage? Sidewalks? Churches, synagogues, and mosques? Libraries? Hospitals? Parks? Schools? Social services such as community, senior, or child care centers? What is the condition of the streets? Mass transit-bus stops? Trash collected? Public places where people can congregate? Disability access?

Retail-Commercial:

What facilities are present in the community you observe: Restaurants? Bars? Local businesses? Grocery stores? Strip or enclosed malls? Laundromats? Gas stations? Liquor stores? Check-cashing? Rent-a-centers? Pawn shops? Banks? Entertainment such as theaters, videos, museums, sports?

Industry-Large Commercial:

What industrial facilities are present in the area: Factories? Plants? Corporate offices?

Residential areas:

What types of cars are prevalent in the area? Where are they parked?

What type(s) of housing are characteristic to this area? Specify type, size and condition. Owned or rented? Are there any abandoned buildings? Any new construction? What about: sidewalks; fences; trees; street lights; animals/pets? Do you notice any specific smells?

People:

Who are the inhabitants of this community? Are there any specific areas inhabited by particular groups of population? Are they friendly? Are people socializing on the streets? (the number of people on the streets might be an indication of unemployment rate in a community might be Race/ethnicity? Dress? Age?

Examples of questions to use (if choosing a geographic community):

- Do you notice any specific aspects that indicate lack of safety in the community?
- What about overall street cosmetics – is there any garbage on the street; graffiti on the walls; deteriorated buildings?
- Is there a marking difference between blocks in your neighborhood – (please take notes of these details)?
- What are some positive attributes you notice about the community?
- Are there any opportunities to turn any negative attributes into positive resources (i.e. vacant lots into community gardens)?

Part II: Neighborhood Analysis Paper

Use your critical thinking and knowledge learned in class in presenting your analysis. Please include the following:

1. Briefly orient the reader to exactly where the neighborhood is located and its main characteristics and features. How do you define the boundaries of the neighborhood you are analyzing? Provide supporting information from SAVI or Census.
2. What community capacities are present? Please make sure to **present** and **critique** each primary, secondary and potential building blocks identified in your resource mapping assignment.
3. What are the community needs identified? Make sure to use data to support your analysis.
4. Interview a community member (per student) or a staff member from a service organization about what the community is like. Get their viewpoint!
5. Identify a community challenge or opportunity and identify a community intervention and explain why/how they connect.

Part III: Class Presentation of Part I and Part II

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the BSW Program]:

A	93%	Excellent, Exceptional Quality
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A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.