

Social Work 247 Seminar in Social Work Practice with Communities

Catalog Statement

Prerequisites: SWRK 200 and concurrent enrollment in SWRK 283. Theory and practice of social work intervention with communities.

Course Rationale

Social workers have an ethical obligation to participate in the life of communities, both from the perspective of their professional employment within service agencies, but just as importantly, from the perspective of the requirements of public citizenship. Such citizenship demands more than simply the exercise of personal and civil liberties and participation in traditional forms of political life (voting). It demands continuous commitment of lifelong learning about the contradictions inherent in provider dominated service delivery systems, inequitable workplace practices, and escalating cycles of racial/ethnic/class/gender oppression which exists throughout institutions, organizations, businesses, and neighborhoods which support the life of communities everywhere.

Thus for social workers to merely exercise professional judgment within the context of narrow job definitions may not simply be marginal to positive improvements in support of community, but may actually reinforce oppressive structures unless concerted commitments to resist these forces are made. The professional preparation of advanced social workers must therefore explicitly address the knowledge, values and skills necessary to undertake interventive practice in support of community, including the promotion of comprehensive educational goals and learning objectives to accomplish these ends.

Course Description

The course is designed to prepare master's level social work students for autonomous practice of social work intervention with communities. The course is structured to allow students to emphasize specific community intervention approaches that can be used in multi-systems practice including electoral and grassroots organizing, social action, community development, social planning, and transformative methodologies, while also providing in-depth grounding in theory and skills which transfer across the boundaries of any intervention approach. Students are also strongly encouraged to develop an understanding of the linkage of community intervention with other social work intervention methods developed within the multi-systems concentration.

Course Goals

1. To promote an understanding of community practice theories and the relationship of these theories to practice that supports social justice, community empowerment, and cultural diversity within a local, national, and global context.
2. To generate and deepen participant understanding and commitment to community intervention approaches particularly appropriate for use with low-income ethnic, or culturally diverse populations and other oppressed groups (such as children, older people, women, persons with disabilities, or people who are gay, lesbian, bi-sexual or transgendered), and geographic areas.
3. To provide a comprehensive base of knowledge about contemporary community organization models, strategies, tactics, and the ethical assumptions associated with social change processes.
4. To promote the acquisition of interpersonal and analytical skills for social work practice with communities.

5. To provide students with tools and appropriate skills for conducting needs assessment and evaluation of practice.

Learning Objectives/Outcomes

Students will demonstrate in class discussion, role plays, and written assignments the ability to:

- 1.1 Use political economy theory to analyze how global market places and the exchange of goods and services contribute to individual, group, family, and community problems.
- 1.2 Apply competing theories of justice, power and conflict, particularly in reference to multiple forms of discrimination, social and economic oppression, and power disparities affecting women and people of color.
- 1.3 Describe how individual problems are related to oppressive institutional structures and apply multi systems (micro, mezzo, and macro) approaches to social change that can be used to alleviate common problems experienced by individuals, families, and groups in communities.
- 1.4 Identify community boundaries including geographic, collective identity, attribute, function, interest, political entity, common social problems, and cultural or ethnic groups.
- 1.5 Engage in social justice advocacy as a component of one's ethical responsibilities to clients, the profession of social work, and society.
- 2.1 Define culturally competent practice with communities and describe the actions organizers should take when working cross-culturally using case examples.
- 2.2 Describe those actions organizations should take to remove barriers to social change such as classism, heterosexism, ableism, ageism, racism, and sexism.
- 2.3 Articulate the importance of the recruitment of indigenous leadership for organizing campaigns.
- 2.4 Identify informal social networks and informal community leaders and link these individuals and groups to organizations, coalitions, and social institutions.
- 2.5 Engage in activities designed to foster citizen participation in organization, community, and political decision-making.
- 3.1 Identify components of contemporary models of community practice including social action, social planning, community development, social movement organizing, feminist organizing, multicultural organizing, and the transformative approach.
- 3.2 Apply appropriate models of community organization to various problem situations.
- 3.3 Identify and utilize strategies and tactics that are congruent with the various models of community practice.
- 3.4 Use a range of social work engagement and inter-personal skills to influence the social change process, establish partnerships with constituents, and influence public officials and other key

decision-makers. These skills include relationship building, dialogue, confrontation, collaboration, and negotiation. Identify the strengths and weaknesses of each method as they apply to specific models of community practice.

- 3.5 Conduct an analysis of ethical issues associated with models of practice, strategies, and tactics.
- 4.1 Use traditional methods of force field and/or power analysis to examine organizational, community, and/or political processes.
- 4.2 Use the problem-solving model to develop intervention plans with measurable objectives
- 4.3 Use computer technology to engage in on-line advocacy and to collect information that can be used for social planning, lobbying for legislation, and power analysis.
- 4.4 Develop skills for multi-systems practice needed to intervene in community or political systems including lobbying, union organizing, political campaigns, tenant organizing, and establishing self-help or social movement organizations.
- 5.1 Use ethnographic and conversational interviews to learn about community culture, power dynamics, social stratification, and problems.
- 5.2 Conduct a community needs assessment.
- 5.3 Use needs assessment data to identify community problems, develop intervention plans, and design practice evaluations.
- 5.4 Apply appropriate qualitative and quantitative methods to the evaluation of community practice.

Course Content

- I. Theoretical Framework
 - a. Oppression and Marginalization
 - b. Overview of the Political/Economic Structure
 - c. Theoretical Assumptions: Systems, Conflict, and Political Economy Theories
 - d. Purpose of Organizing/Role of the Organizer
 - e. Social Movements/Struggle for Social Justice
 - f. Linkages to Other Social Work Practice Approaches

- II. Organizing in Diverse Communities
 - a. Impact of Oppressive Practices on Communities
 - b. Entry into the Community/Building Trust
 - c. Citizen Participation and Empowerment Oriented Practice
 - d. Cross-cultural Competency
 - e. The Impact of Classism, Racism, Ableism, Ageism, and Sexism on the Organizing Process.

- III. Models of Practice
 - a. Community Development
 - b. Social Action
 - c. Social Planning
 - d. Social Movement Organizing
 - e. Feminist Approach
 - f. Multicultural Organizing
 - g. Transformative Approach

- IV. Skills
 - a. Problem-solving Model
 - b. Needs Assessment
 - c. Planning
 - d. Implementation
 - e. Evaluation of Outcomes and Processes
 - f. Interpersonal Skill
 - g. Coalition-building and Collaboration
 - h. Confrontation Tactics and Direct Action
 - i. Power Analysis
 - j. Computer Applications

Required Purchases - Text

Hardina, D. (2002). *Analytical skills for community organization practice*. New York: Columbia University Press.

Electronic readings are accessible through the library's E-reserve. Your course outline also lists readings that can be downloaded directly from the Internet. Cut and paste the complete URL address in the address line in your web browser or use the assignment as posted in the course website.

Method of Instruction

Methods of instruction include lectures, discussion, guest speakers, role plays, and class exercises. Since much of the class content involves examining the interaction of social work professionals/community organizers with large groups, we also will view a number of films that portray aspects of the organizing process or that examine the impact of oppression on communities. Students will be expected to complete three written assignments, to attend class and arrive for class in a timely manner on a regular basis, and to be prepared to discuss the assigned reading material in class.

In this course, a progressive political perspective regarding the distribution of wealth in the U.S. is incorporated into class materials. This is in keeping with the theoretical assumptions that guide community organization practice (See bibliography: Rivera & Erlich, 1998). For example, we will discuss the distribution of resources in terms of the “haves” and the “have nots” (Alinsky, 1971). We will also discuss the impact of oppression on marginalized groups. The “isms” discussed in class include:

- C** Classism
- R** Racism
- A** Ableism
- A** Ageism
- S** Sexism
- H** Heterosexism

Web-based Instruction/Blackboard

This course is web-supported. The course syllabus, calendar, assignments, and supplemental material are posted on Blackboard. Power points for lectures will be posted after the lecture is presented in class. To access blackboard (Bb) students need a university email account and Internet connection. Your “my.csufresno.edu” login and password gains you access to BlackBoard at <http://blackboard.csufresno.edu>.

It is your responsibility to make sure you have access to and negotiate Blackboard for class materials and resources. You are responsible for checking for announcements and email sent through BlackBoard. For orientations to BlackBoard contact visit <http://blackboard.csufresno.edu/students/index.shtml>. A Q&A section at <http://blackboard.csufresno.edu/students/faqs.shtml> provides quick answers to some common questions received from students.

Email: You are expected to check your university email regularly (csufresno.edu account) or redirect email to the regular mail box you use. All email for this course is sent to your account listed in BlackBoard. I respond to all program/course related student email. In particular I acknowledge receipt of any assignments/attachments I receive. Thus, if you do not receive a reply it means I did not get your email and/or it got filtered as possible spam. This often happens if you use an email account like hotmail, AOL, etc. You should resend the email (and perhaps give me a call to alert me to it). You should ALWAYS put SW 247 somewhere in the subject line or you risk your email being deleted unopened.

Assignments and Grading Criteria

Each of the three assignments is "practice-oriented" rather than "theoretical." If you cite authors or make refer to agency reports or documents, citations must be included in a reference list (see APA formatting information below).

Activity	Weight	Points
Needs Assessment Paper	30%	30
Power Analysis	30%	30
Intervention Plan	30%	30
Attendance	10%	10

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

93-100	A
80-92	B
70-79	C
69 and below	F

C and D papers may be rewritten.

Description of Exams/Major Assignments:

Needs Assessment Paper: Students are required to conduct a needs assessment. The paper requires the student to identify a community served by their field agency or another community that they wish to study or suggested by the instructor, obtain statistical data that describes either the community or problems experienced by that community, provide a description of the diversity or lack of diversity in the community, and identify primary community problems. In the paper, community decision-makers should be identified and efforts taken to address the problem should be described. Service gaps or unmet community needs should also be identified. A recommendation should be made for a solution or outcome to be addressed in response to the community problem described in this assignment. Sources of data for this assignment include interviews with community residents, clients, organization staff, or government officials, social indicators available from government agencies, reports published by advocacy organizations, and newspapers or other media reports.

Power-Analysis Assignment: Using force field or interest group research techniques described in class, the student will identify influential decision-makers, their sources of power, allies, opponents, and strategies and tactics used to influence organization, community, or political decisions.

Intervention Plan: Students are expected to develop a plan to address the community problem identified in the Needs Assessment paper, and identify a model of community practice that would be appropriate to address that problem. In the paper, the change target, the group taking action, appropriate strategies and tactics, the power resources of all groups involved in the action, goals and objectives, and a time-line must also be identified. Students shall also describe the resources needed to carry out the plan, potential barriers to success, and evaluation criteria.

APA format:

All papers must be typed and double-spaced. Papers should be well written. APA format (6th edition, released December 2009) must be used. See Blackboard for resources for the latest edition of APA. The Owl at Purdue website is another helpful resource:

<http://owl.english.purdue.edu/owl/resource/560/01/>. Simplified APA manuals are available from the university bookstore.

Extra Credit Assignments (Choose one or two activities for a maximum of 10 points.)

Please note: YOU MUST NOTIFY THE INSTRUCTOR **TWO WEEKS IN ADVANCE** ABOUT WHICH EXTRA CREDIT ASSIGNMENT(S) YOU CHOOSE AND WHEN YOU WILL TURN IT IN.

E-mail a politician or other decision-maker about a social issue. Send a copy of the email to the instructor and also provide the instructor with a copy of any reply that you receive). **5 points**

Identify a minimum of 5 sites on the World Wide Web related to community organization practice, issue advocacy, participatory action research, culturally competent organizing or campaign finance. Distribute addresses for these sites to the instructor and your classmates. These must be sites not already listed in the course textbook or in the assignments and exercises. **5 points**

Participate in an organizing campaign or volunteer recruitment effort. Involve class mates in the organizing the effort. Note: Class time can be used for organizing activities with the permission of the instructor. **10 points**

Design a web page or set up a LISTSERV for an organization or a specific organizing campaign. **10 points**

Volunteer for at least two hours on a political campaign (canvassing, work on the phone bank, stuff envelopes, etc.). Write up a one page summary with campaign details and your observations. **5 points**

Select a website listed under *Recommended Readings, Course Documents* on Blackboard. Assess it for evidence of community empowerment and organization. Specifically, what population and issues are featured? How does the website support organized community efforts? Do these efforts result in empowerment at the personal (individual, family) level, neighborhood level, or larger community level? Describe how this occurs in 1-2 pages. **5 points**

Assignment and Examination Schedule:

Date	Assignment	Points
March 4 th	Needs Assessment Paper	30
April 22 nd	Power Analysis Assignment	30
May 20 th	Intervention Plan	30

Course Policies

Attendance: Attendance will be taken during each class. Excused absences will be granted for reasonable cause only if the instructor is notified in advance prior to the absence. Five (5) points will

be deducted from the student's attendance grade for unexcused absences. Two (2) points will be deducted for each tardy arrival.

Late Papers: The instructor will accept late papers for reasonable cause. However, instructor permission to submit the paper late must be obtained prior to the designated due date. Ten (10) points will be deducted from papers when permission for late submission has not been obtained.

Rewritten Papers: Poorly written or incomplete papers, graded "C" or lower, may be rewritten and resubmitted by a due date assigned by the instructor. In fairness to students who turn their work in on time, rewritten papers may not receive higher than a "B". Rewritten papers must demonstrate evidence of original work and comply with all the expectations outlined in the assignment.

Use of electronic devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during the class. If you are required to be "on-call," please advise me at the beginning of class, turn off the "audio," and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture etc. Texting, websurfing and reading email during class are not allowed.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the building across from Madden Library (278-2811).

Code of Academic Integrity – Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. CSU Fresno students will:

- a. Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources. (APM 235, 241)
- b. Sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."
- c. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Referenced Policies from the University's Academic

APM 235--Policy on Cheating and Plagiarism

http://www.csufresno.edu/aps/forms_policies/apm/documents/235.pdf

APM 241--Policy on Course Syllabi and Grading

http://www.csufresno.edu/aps/forms_policies/apm/documents/241_004.pdf

APM 336--University Statement on Faculty Rights and

<http://www.csufresno.edu/aps/documents/apm/336.pdf>

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies).

Please Note: The instructor will be using the Turnitin software to assess assignments for plagiarism.

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#): <http://www.csufresno.edu/library/information/copyright/index.shtml>.

Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Social Work 247
Seminar in Social Work Practice with Communities
COURSE SCHEDULE

WEEK Date	TOPIC AND READING ASSIGNMENT	DUE DATES AND ACTIVITIES
1 Jan 21 st	Introduction Hardina, Chapter 1 Neighborhood Funders Group Website: Community Organizing: The Basics http://www.nfg.org/cotb/07whatisco.htm (Read first three pages by clicking on “next page” at bottom of screen.)	GUEST SPEAKER: Reneeta Anthony, NAMI Fresno
2 Jan 28 th	Theoretical Framework Hardina, Chapter 3 The Last Stop Sign (Delgado) http://www.nhi.org/online/issues/102/stopsign.html <i>Recommended:</i> SAMSHA’s Resource Center to Promote Acceptance, Dignity & Social Inclusion http://www.allmentalhealth.samhsa.gov/default.aspx Silicon Valley De-Bug http://www.siliconvalleydebug.org/	
3 Feb 4 th	Models of Practice Hardina, Chapter 4 Encyclopedia of Informal Education, Paulo Freire http://www.infed.org/thinkers/et-freir.htm	FILM: <i>The Ravendale Project</i>
4 Feb 11 th	Definitions of Community Hardina, Chapter 5 Hein, J. (2000). Interpersonal discrimination against Hmong Americans. <i>The Sociological Quarterly</i> , 41, 413-429. <i>Recommended:</i> Kretzman, J. Building Communities from the Inside Out. http://www.nhi.org/online/issues/83/buildcomm.html	FILM: <i>The Castro</i>
5 Feb 18 th	Assessment of Community Needs, Part 1 Hardina, Chapter 6, pp. 112-133 Exercise: Using Social Indicators and Census Data	
6 Feb 25 th	Assessment of Community Needs, Part 2 Hardina, Chapter 5, pp. 139-157 and Hardina, Chapter 7 <i>Recommended:</i>	

	<p>Rondero Hernandez, et al. Local Solutions to Regional Issues http://www.csufresno.edu/swert/projects_programs/ccassc/resources/Resources/Methamphetamine%20Recovery%20Project%20Final%20Report%20Online%20Version.pdf</p> <p>Exercise on Social Networks</p>	
7 Mar 4 th	<p>Legislative Analysis Hardina, Chapter 8</p> <p><i>Recommended:</i> Preparing for 2010 NASW Legislative Lobby Days http://guest.cvent.com/EVENTS/Info/Summary.aspx?e=0f81eaba-0ecd-4864-9082-9807b3a69da8</p> <p>Exercise on Lobbying (See exercises on p., 178 & p. 180 in text)</p>	ASSIGNMENT #1 DUE:
8 Mar 11 th	<p>Political Analysis Hardina, Chapter 9</p> <p>Exercise on Campaign Donations</p>	GUEST SPEAKER: Louise Bauer Davoli, Candidate for. District 5, Fresno City Council
9 Mar 18 th	<p>Ethics in Community Organization Hardina, Chapter 2</p> <p>Exercise on Ethics (See exercises in Chapter 2 of text)</p>	
10 Mar 25 th	<p>Intervention Planning Hardina, Chapter 10</p> <p><i>Recommended:</i> Ben Asher, M. <i>Writing daily macro practice notes.</i> http://comm-org.wisc.edu/papers2002/benasher/benashernotes.htm</p> <p>Role Play on Confrontation Tactics</p>	FILM HIGHLIGHTS: <i>Boycott</i>
11 Apr 8 th	<p><u>Techniques for Culturally Competent Practice and Empowerment</u></p> <p><u>Sohng, S. Participatory Research and Community Organizing.</u> http://www.cdra.org.za/DialogueResources/Dialogue%20Resources.htm</p> <p>Parker & Betz. Diverse Partners in Planning and Decision Making. http://cru.cahe.wsu.edu/CEPublications/wrep0133/wrep0133.html</p> <p><i>Recommended</i> Zachary, E. (2000). Grassroots Leadership Training: A Case Study of an Effort to Integrate Theory and Method. <i>Journal of Community Practice</i>, 7(1), 71-93.</p> <p>Role Play on citizen participation and consensus-building</p>	GUEST SPEAKERS: on Culturally Competent Practice with Immigrant Populations

<p>12 Apr 15th</p>	<p>Taking Action</p> <p>Dynamics of Community Organizing (Trapp) http://tenant.net/Organize/orgdyn.html</p> <p><i>Recommended</i> Castelloe, P., & Prokopy, J. (2001). Recruiting participants for community practice interventions. <i>Journal of Community Practice</i>, 9 (2), 31-48</p>	<p>FILM: <i>Cesar Chavez: The Fight In The Fields</i></p>
<p>13 Apr 22nd</p>	<p>Taking Action</p> <p>Focus on Water Issues in the San Joaquin Valley <i>Public Acceptance of Smart Water Systems</i></p> <p>Community Water Center/ El Centro Comunitario por el Agua http://www.communitywatercenter.org/downloads.cfm?content=Tools</p> <p>25 Stories from the Central Valley http://twentyfive.ucdavis.edu/support.aspx</p> <p>Sustainable South Bronx Project http://www.ssbx.org/index.php Go to News, Updates & Press link and listen to the interview of Miquela Craytor on the Leonard Lopate Show, March 5, 2009</p> <p><i>Recommended:</i> Aponte, C. I. (2004). U.S. Navy versus Vieques, Puerto Rico: Social Justice Through Civil Disobedience. [Article]. <i>Journal of Poverty</i>, 8(4), 59-73.</p> <p>Montrie, C. (2005). From Dairy Farms to Housing Tracts: Environment and Race in the Making of a Memphis Suburb. <i>Journal of Urban History</i>, 31(2), 219-240.</p>	<p>ASSIGNMENT #2 DUE:</p> <p>GUEST SPEAKER: Diganta Adhikari, Center for Irrigation Technology</p>
<p>14 Apr 29th</p>	<p>Social Planning; Resource Development and Grant-writing Hardina, Chapters 11-12</p> <p>Itzhaky, H., & York, A. (2002). Showing results in community organization. <i>Social Work</i>, 27 (2), 125-131.</p> <p>Exercise: Linking Intervention Plans to Measurable Goals and Objectives</p>	
<p>15 May 6th</p>	<p>Evaluation; Application of Technology to Community Organization</p> <p>Hardina, Chapters 14& 15</p> <p>Neighborhood Funders Group, Measuring Results: How to Evaluate CO initiatives. http://www.nfg.org/cotb/33measuring.htm</p>	
<p>Exam Week May 20th</p>		<p>ASSIGNMENT #3 DUE</p>