

SYRACUSE UNIVERSITY
College of Human Services And Health Professions
SCHOOL OF SOCIAL WORK

**SWK 602: M001 FUNDAMENTALS OF SOCIAL WORK PRACTICE II –
COMMUNITIES AND ORGANIZATIONS**

COURSE SYLLABUS

Course Title: Fundamentals of Social Work Practice II – Communities And Organizations
Course Number: SWK 602
Semester Taught: Spring, 2009
Tuesdays 6:30PM - 9:15PM
Credit Hours: 3
Instructor: Wan-Yi Chen, PhD
Office Location: 415 Sims Hall
Office Telephone: 443-7519
Office Hours: By appointment
Email: wchen20@syr.edu

- I. Catalogue Description:
Design, implementation, and evaluation of intervention strategies in social work practice. Intervention with individuals, families, and groups in the context of agencies, organizations and communities. Concurrent field practicum. Social work majors only.
- II. Course Description:
Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work. Building upon the micro skills learned in Social Work Practice I, students will engage in a semester long multiphase task group project in which macro content areas will be explored. Models of community change, basic community characteristics, strategies, and tactics for taking action, general stages of organizational development, and small group processes are reviewed in this course. In addition, the transferable strengths of diverse communities are studied in relation to best practices. Specific attention is given to assessing community assets and needs.
- III. Course Objectives:
Upon completion of SWK602, you will be able to:
1. Apply ecological systems theory to communities and organizations.
 2. Relate the development of macro practice to the general history of social work in the U.S. and the world
 3. Be sensitive to concepts of the phenomena of social change and issues of social justice.
 4. Know, identify, and understand the roles performed by generalist social workers, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager, at the community and organizational levels of social work intervention.
 5. Build generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities for communities and organizations.
 6. Understand key factors in developing accurate assessments of clients with special needs (e.g., persons with severe mental disorders, persons who are homeless, older persons with chronic health problems, children with serious emotional disturbances, persons with physical disabilities and persons with developmental disabilities) who are served by organizations and communities.
 7. Be familiar with specific community organizing strategies and tactics.
 8. Respond to community pressures, which are changing social work practice by developing an action plan to address change in a particular community.
 9. Continue to become aware of organizational dynamics that impact on planned change efforts and critique one's role within organizations, community networks and inter-professional endeavors.

10. Display a greater awareness of the strengths perspective as well as social and economic justice in relation to such factors as: gender, age, sexual orientation, race, class, disabilities, nationality, and religion when working with groups, organizations, and communities.
11. Continue to view the diversity of strengths present in various cultural contexts and demonstrate methods to increase one's ability to recognize cultural strengths in the engagement, assessment, intervention, and evaluation processes of change.
12. Continue to develop ethnic sensitive social work practice skills and demonstrate cultural competence in work with groups, organizations, and communities as well as populations at risk.
13. Integrate the practitioner/researcher stance in work with consumers of social work services.
14. Continue to develop greater awareness of professional use-of-self in work with consumers of social work services.

IV. Teaching Methods

The format will be lectures and discussion with individual assessment of knowledge and skills, group problem solving exercises, role-play, video watching, case study discussions, and class presentation. A significant dimension of the successful completion of the class is the quality of preparation and participation of each student. Students should use class-meeting time effectively as an opportunity to analyze concepts presented in readings. Missed classes cannot be made up and regular class attendance and participation is required.

V. Course Text and Reading Materials:

The following textbook is required for this course and are available at the University Bookstore:

1. Kirst-Ashman, K. K. & Hull, G. H. (2008). *Generalist practice with organizations & communities*. (4th ed.). Belmont: Wadsworth/Thomson Learning.
- AND
2. Reading materials in the course packet on Blackboard (<http://blackboard.syr.edu>)

VI. Course Requirements and Grading Policies

1. Micro/Macro Comparison Paper (25% of Final Grade)
2. Community Task Group Project (two parts, 50% of Final Grade)
3. Case Study Discussion (15% of Final Grade):
Two or three students will lead a 15-20 minutes case study discussion by presenting their critical reactions in selected weeks. The students are *not* expected to provide the final, authoritative analysis of the readings. Their role is to synthesize the information from the assigned text of the week and the case study article and **provoke discussion**; i.e. their comments should be the beginning and not the end of our conversation.

A good case study discussion should spark in-depth discussion of the topic, insights, and syntheses. It should reveal lessons to be learned and remembered. For this to happen, students need to *listen* to one another, *respond* to and *challenge* one another's ideas. This can often feel very risky. You should follow the rules laid out in the VII. Class Policies section in this syllabus.

4. Attendance and class participation (10% Final Grade)
Attendance is required and will be monitored throughout the semester. Absences will affect the student's final grade.
5. Grading Policies
 - A. Written Assignments: All written assignments *must be submitted using the APA (American Psychological Association) guidelines for final documents*. All papers must be double-spaced and use a 12-point Times New Roman or comparable font. Margins should be no greater than 1.25 inches and no less than one inch. Students' writing should be clear, concise, well organized and

formatted as a “**final product**”. Your paper will not exceed the page length of the assignment. It is recommended that students seek guidance and editorial assistance from your peers and/or the university Writing Center (HBC 101, <http://tutortrac.syr.edu/>). You are expected to turn in your work at the beginning of the class on the assignment due date. At least four-letter grade will be deducted for assignments that are not submitted by the beginning of the class period on the date the assignments are due (for example: A- to C+, or B+ to C).

B. Grading Scale:

A	Superior Performance regarding course requirement	B-	Average performance
A-	Excellent Performance	C+~C-	Mediocre/Sub par
B+~ B	Good Performance	F	Failing

Please note: Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to normal limits of the course. The student must formally request an incomplete using the form mandated by the university prior to the end of the semester.

VII. Class Policies

1. Since social work is a profession that embraces diversity and honors the confidentiality of its clients/consumers, social work students are likewise expected to display such tolerance and respect to the differing feelings, beliefs, and orientations of their fellow students. At times students may share information with the class that they do not want discussed outside of the class. *Therefore all students must observe strict rules of professional conduct and maintain the confidentiality of their fellow class members. Given the nature of the schedule, all readings and assignments must be completed by due dates and schedules for all aspects including assignments, and presentations will not be altered.*
2. Academic Accommodations
Syracuse University is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 - The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide reasonable accommodation to students with disabilities, so as not to discriminate on the basis of that disability. *Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through Office of Disability Services (ODS) at 804 University Ave., Room 309, 315-443-4498 or 315-443-1371 (TDD only). ODS is the Syracuse University office that authorizes accommodations for students with disabilities. If you require an accommodation based on disability, I would like to meet with you personally in my office, during the first week of the semester, to make sure you are appropriately accommodated.*
3. Academic Dishonesty
Students must conduct themselves with the highest level of scholastic honesty and integrity. Detailed information regarding academic integrity can be found in [Academic Rules and Regulations \(1.0.1 ACADEMIC INTEGRITY EXPECTATIONS\)](#) (<http://www.syr.edu/publications/gradcat/>). The Instructor adheres to SU policy regarding plagiarism and academic integrity. *Plagiarism or cheating on an assignment will result in a grade of “F” for the course and will result in reporting to the Director of the School of Social Work and the Associate Dean of the HSHP College.*

SESSIONS

1. 01/14 Course Introduction: Historical Roots of Macro Practice and Contemporary Trends
Course overview; introductions
Syllabus review
Review of assignments
Discussion the trends we've observed in the field

 READ: 1. Koerin, B. (2003). The Settlement House tradition: Current trends and future concerns. *Journal of Sociology and Social Welfare*. 30(2), 53-68
 Recommend: 2. Lundy, C. (2004). Chapter2: Historical developments in social work. In *Social Work and Social Justice: A Structural Approach to Practice* (pp.19-47). Ontario: Broadview.

2. 01/21 Introduction to Macro Practice with Organizations and Communities

 READ: 1. Kirst-Ashman & Hull (2006). Chapter 1 (focus on pp. 4-21, 29-33.)
 2. Mulroy, E. A. (2004). Theoretical perspectives on the social environment to guide management and community practice: an organization-in-environment approach. *Administration in Social Work*, 28(1), 77 - 96.

3. 01/28 Understanding Organizations & Organization Theories: Organization as Client
 READ: 1. Kirst-Ashman & Hull, Chapter 4
 Case Study: 2. Karabanow, J. (2004). Making organizations work: Exploring characteristics of anti-oppressive organizational structures in street youth shelters. *Journal of Social Work*, 4(1), 47-60.

 Class Activity: Organization/ Agency Analysis Discussions (using your SWK 601 organization paper as the discussion material)

4. 02/03 PREPARE – Decision Making for Organizational Change
 READ: 1. Kirst-Ashman & Hull, Chapter 5
 Case Study: 2. Hyde, C. A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. *Journal of Community Practice*, 11(1), 39-59

5. 02/10 IMAGINE – Implementation of Macro Interventions: Changing Agency Policy & Program Development

 READ: 1. Kirst-Ashman & Hull, Chapter 6 & 7
 Case Study: 2. Cohen, B. J. (1999). Fostering innovation in a large human services bureaucracy. *Administration in Social Work*, 23(2), 47-59.
 Recommend: 3. Kotter, J.P. (Mar/ Apr 1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 59-67.
Paper Due: Micro/Macro Comparison Paper

6. 02/17 Developing and Managing Agency Resources: Public relations & Funding

 READ: 1. Kirst-Ashman & Hull, Chapter 14 (focus on pp 445-449 & pp. 456-462.)
 2. Ellis, Mallory, Gould, & Shatila (2006). Working with a Board of Directors. In *The Macro Practitioner's Workbook: A Step-by-Step Guide to Effectiveness with Organizations and Communities* (pp.156-167), CA: Brooks/Cole.
 3. Ellis, Mallory, Gould, & Shatila (2006). Basics of financial management. In *The Macro Practitioner's Workbook: A Step-by-Step Guide to Effectiveness with Organizations and Communities* (pp.211-223), CA: Brooks/Cole.

- Case Study: 4. Packard, T., Patti, R., Daly, D., Tucker-Tatlow, J., & Farrell, C. (2008). Cutback Management Strategies: Experiences in Nine County Human Service Agencies. *Administration in Social Work*, 32(1), 55.
- Class Activity: Bring at least one copy of social service agency's annual report. Discuss how organization utilizes resources and communicate with the public.
7. 02/24 Understanding Neighborhoods and Communities; Community as Client; Community Needs Assessment
- READ: 1. Kirst-Ashman & Hull, Chapter 8
- Case Study: 2. Kissane, R. J. (2003). What's need got to do with it? Barriers to use of nonprofit social services. *Journal of Sociology and Social Welfare*, 30(2), 127-148.
- Class Activity 3. Exploring public data on the Web: Census information and the American Community Survey
8. 03/03 Macro Practice in Communities
- READ: 1. Kirst-Ashman & Hull, Chapter 9
2. Ellis, Mallory, Gould, & Shatila (2006). Recruiting collaborative partners. In *The Macro Practitioner's Workbook: A Step-by-Step Guide to Effectiveness with Organizations and Communities* (pp.68-82.), CA: Brooks/Cole.
- Case Study: 3. Crawford, K. S. & Johnson, J.L. (2005). Mothers vs. The Board of Education. In J. L. Johnson & G. Grant Jr. (Eds.) *Community Practice* (pp. 49-71). MA: Person.
- Recommend: 4. Cortes, E. (1997). Reweaving the social fabric. *Families in Society*, 78(2), 196-20.
- 03/10 Spring Break – No Class
9. 03/17 Evaluating Macro Practice
- READ: 1. Kirst-Ashman & Hull, Chapter 10
- Case Study: 2. Wong, Y. I. & Hiller, A.E. (2001). Evaluating a community-based homelessness prevention program: A geographic information system approach, *Administration in Social Work*, 25(4), 21-45.
- Recommend: 3. Kluger, M.P. (2006). The program evaluation grid: A planning and assessment tool for nonprofit organizations. *Administration in Social Work*, 30(1), 33-44.
- Paper Due: 4. Community Task Group Project Part I**
10. 03/24 Advocacy and Social Action with Populations-at-Risk
- READ: 1. Homan (2008). Lobby for Change. in *Promoting Community Change: Make it happen in the real world* (4th Ed) (pp.409-430.), CA: Brooks/Cole.
2. Castelloe, P. & Prokopy, J. (2001). Recruiting participants for community practice interventions: Merging community practice theory and social movement theory. *Journal of Community Practice*, 9(2), pp. 31-48.
- Recommend: 3. Polack, R. J. (2004). Social justice and the global economy: New Challenges for social work in the 21st century. *Social Work*, 49(2), pp. 281-290.
4. Kirst-Ashman & Hull, pp 351-370.
- FILM: "Holding Ground: The Rebirth of Dudley Street"
- Class Activity: Discussions of reactions to the film; drafting a press release document
11. 03/31 Ethics and Ethical Dilemmas in Macro Practice
- READ: 1. Kirst-Ashman & Hull, Chapter 12

2. Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work, 49*(4), 595-604
- Recommend:* 3. Community Tool Box: Chapter 19, Section 5: Ethical issues in community interventions http://ctb.ku.edu/tools/en/sub_section_main_1165.htm
- Class Activity:* 4. Task Group Discussion
12. 04/07 Leadership –important element in Macro Practice
- READ:* 1. Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review, 78*(2), 78-90.
2. Preston, M. S. (2008). The direct effects of field of practice on core managerial role competencies: A Study Across Three Types of Public Sector Human Service Agencies. *Administration in Social Work, 32*(3), 63.
3. Fisher, E.A. (2005). Facing the challenges of outcomes measurement: The role of transformational leadership. *Administration in Social Work, 29*(4), 35- 49.
- Recommend:* 4. Elpers, K., & Westhuis, D.J. (2008). Organizational leadership and its impact on social workers' job satisfaction: A national study. *Administration in Social Work, 32*(3), 26-43
13. 04/14 Group Presentations
14. 04/21 MAY FEST –No classes
Paper Due: Group Project Part II
15. 04/28 Discussion on Supervision & Stress Management; Course wrap up
- READ:* 1. Kirst-Ashman & Hull, Chapter 15

SWK602 Suggested Readings

Below is a list of articles that will enhance your knowledge of macro social work practice. I strongly encourage you to consult to your reading materials for your fieldwork during the semester or for your professional practice later. All of these readings can be found in Bird Library and/or through inter-library loan. I will sometimes refer to the materials below as examples for our class discussion.

- Akingbola, K. (2004). Staffing, retention, and government funding: A case study. *Nonprofit Management & Leadership, 14*(4), 453-465.
- Alinsky, S. (1946). *Reveille for Radicals*. Chicago: University of Chicago Press.
- Austin, M. J. (2002). Managing out: The community practice dimensions of effective agency management. *Journal of Community Practice, 10*(4), 33-48.
- Bailey, D., & Koney, K. M. (1996). Interorganizational community-based collaboratives: A strategic response to shape the social work agenda. *Social Work, 41*, 601-611.
- Barth, M. C., & Sherlock, C. H. (2003). The diffusion of a pediatric care innovation in a large urban nonprofit health care system. *Nonprofit Management & Leadership, 14*(1), 93-105.
- Besleme, K., & Mullin, M. (1997). Community indicators and healthy communities. *National Civic Review, 86*, 43-52.
- Brescia, W. (2004). Planned change at the Center on Philanthropy: The CLER model. *Nonprofit Management & Leadership, 14*(3), 343-357.
- Briand, M. K. (1998). Five principles for a community that works. *National Civic Review, 87*(3), 237-51.
- Brody, R. (1993). Chapter 5: Problem solving. In *Effectively Managing Human Service Organizations* (pp.79-97). Newbury Park, CA: Sage.
- Brown, Michael J. (2007). *Building Powerful Community Organizations: A Personal Guide To Creating Groups That Can Solve Problems and Change the World*. Long Haul Press.
- Chrisman, N. J., Strickland, C. J., & Powell, K. (1999). Community partnership research with the Yakama Indian Nation. *Human Organization, 58*(2), 134-141.
- Champlin, D. (1998). The privatization of community: Implications for urban policy. *Journal of Economic Issues, 32*(2), 595-603.
- Chaskin, R. J., Garg, S. (1997). The issue of governance in neighborhood-based initiatives. *Urban Affairs Review, 32*, 631-661.
- Chaskin, R. J., Joseph, M. L. & Chipenda-Dansokho, S. (1997). Implementing comprehensive community development: Possibilities and limitations. *Social Work, 42* (5), 435-444.
- Chow, J. (1998). Differentiating Urban Neighborhoods: A Multivariate Structural Model Analysis. *Social Work Research, 22*(3), 131-142.
- Cohen, C. S., & Phillips, M. H. (1997). Building community: Principles for social work practice in housing settings. *Social Work, 42* (5), 471-480.
- Cortes, E. (1996). Community organization and social capital. *National Civic Review, 85*, 49-53.

- Corvo, K. N. (1997). Community-based youth violence prevention: A framework for planners and funders. *Youth & Society, 28*, 291-316.
- Donnelly, P. G., & Kimble, C. E. (1997). Community organizing, environmental change, and neighborhood crime. *Crime & Delinquency, 43*, 493-511.
- Duhl, L. J. (1997). Leadership in American communities. *National Civic Review, 86*, 75-79.
- Fawcett, S. B., Paine-Andrews, A., & Francisco, V. T. (1995). *American Journal of Community Psychology, 23*, 677-697.
- Feikema, R. J., Segalavich, J. H., & Jeffries, S. H. (1997). From child development to community development: One agency's journey. *Families in Society, 78*, 185-195.
- Finn, J. L., & Checkoway, B. (1998). Young people as competent community builders: A challenge to social work. *Social Work, 43*(4), 335-344.
- Figueira-McDonough, J. (1995). Community organization and the underclass: Exploring new practice directions. *Social Service Review, 69*, 57-85.
- Flower, J. (1997). Beyond economics: Healthy communities and healthy economies. *National Civic Review, 86*, 53-59.
- Groenewegan, J. (1997). Institutions of capitalisms: American, European, and Japanese systems compared. *Journal of Economic Issues, 31*, 332-347.
- Gutierrez, L., Alvarez, A. R., & Nemon, H. (1996). Multicultural community organizing: A strategy for change. *Social Work, 41*, 501-508.
- Johnson, J.A. (2004). Organizational merger and cultural change for better outcomes: The first five years of the New York State Office of Children and Family Services [1], *Child Welfare, 83*(2), 129-142.
- Kahn, S. (1991). *Organizing: A guide for grassroots leaders* (revised edition). Boston: Allyn & Bacon.
- Kahn, S. (1997). Leadership: Realizing concepts through creative process. *Journal of Community Practice, 4*(1), 109-136.
- Kettner, P. M., Moroney, R. M. & Martin, L. L. (1999). Chapter 4: Needs assessment: Approaches to measurement. In *Designing And Managing Programs: An Effectiveness-Based Approach* (pp. 49-70). 2nd ed. CA: Sage.
- Kotter, J.P. (Mar/Apr 1995). Leading change: Why transformation efforts fail. *Harvard Business Review, 59-67*.
- Lappe, F. M., & DuBois, P. M. (1997). Building social capital without looking backward. *National Civic Review, 86*, 119-128.
- Lewis, R. K., Paine-Andrews, A., & Fawcett, S. B. (1996). Evaluating the effects of a community coalition's efforts to reduce illegal sales of alcohol and tobacco products to minors. *Journal of Community Health, 21*, 429-436.
- Mandell, M. P. (1999). Community collaborations: Working through network structures. *Policy Studies Review, 16*(1), 42-64.
- Mannes, M. (1995). Factors and events leading to the passage of the Indian Child Welfare Act. *Child Welfare, 74* (1), 264-282.

- Mayfield, L., Hellwig, M., & Banks, B. (1999). The Chicago response to urban problems: building university-community collaborations. (UIC Neighborhoods Initiative at the Policy Research Action Group). *The American Behavioral Scientist*, 42(5), 863-875.
- Mizrahi, T. (2001). Basic principles for organizing: Perspectives from practice. Retrieved 11/19/04 from: <http://guthrie.hunter.cuny.edu/socwork/ecco/bpfo.htm>
- McCovey, S. (1998). Ascending poverty and inequality in Native America: an alternative perspective. *Journal of Poverty*, 2 (4), 85-88.
- McKnight, J. L. (1997). A 21st-century map for healthy communities and families. *Families in Society*, 78, 117-127.
- McNeil, L. B. (1995). The soft arts of organizing. *Social Policy*, 26, 16-22.
- Moore, S., & Kelly, M. (1996). Quality now: Moving human services organizations toward a consumer orientation to service quality. *Social Work*, 41(1), 35-40.
- Mor-Barak, M.E. (2000). Beyond Affirmative Action: Toward a model of diversity and organizational inclusion, *Administration in Social Work*, 23(3), 47-68.
- Morrison, J. D., Howard, J., & Johnson, C. (1997). Strengthening neighborhoods by developing community networks. *Social Work*, 42(6), 527-534.
- Mulhare, E. M. (Ed.). (1996). Mesoamerican community organization: Barrios and other customary social units, part II. *Ethnology*, 35, 161-232.
- Mulroy, E. A. & Lauber, H. (2004). A User-Friendly Approach to Program Evaluation and Effective Community Interventions for Families at Risk of Homelessness. *Social Work*, 49(4), 573-586.
- Netting, F. E., Kettner, P. M. & McMurtry, S. L. (1998). Part II: Understanding problems and populations. In *Social Work Macro Practice*. New York: Addison Wesley.
- Page-Adams, D. & Sherraden, M. (1997). Asset building as a community revitalization strategy, *Social Work*, 42(5), 423-434.
- Pattillo-McCoy, M. (1998). Church culture as a strategy of action in the black community. *American Sociological Review*, 63(6), 767-784.
- Pine, B., Warsh, R., & Maluccio, A. (1998). Participatory management in a public child welfare agency: A key to effective change. *Administration in Social Work*, 22(1), 19-32.
- Poole, D. L., Ferguson, M., DiNitto, D. & Schwab, A. J. (2002). The capacity if community-based organizations to lead local innovations in welfare reform: Early findings from Texas. *Nonprofit Management & Leadership*, 12 (3), 261-276.
- Portney, K. E., & Berry, J. M. (1997). Mobilizing minority communities: Social capital and participation in urban neighborhoods. *The American Behavioral Scientists*, 40, 632-644.
- Rivera, F. & Erlich, J. (1998). *Community Organizing In A Diverse Society*, 3rd Edition, Boston: Allyn & Bacon.
- Rose, S. (2000) Reflections on empowerment based practice. *Social Work*, 45 (5), 403-412.
- Schorr, L. B. (1999). Fighting poverty and building community: Learning from programs that work. *American Journal of Orthopsychiatry*, 69(4), 420-3.

- Schwertfager, D. (2001). Giving Testimony. Retrieved 11/19/04 from:
<http://www.netwalk.com/~schwertfager/Documents/Giving%20Testimony.htm>
- Shaw, M. M. (2003). Successful collaboration between the nonprofit and public sectors, *Nonprofit Management & Leadership*, 14(1), 107-120.
- Skidmore, R. A. (1995). Chapter 10, Leadership. In social work administration: Dynamic management and human relationships (144-167). Needham Heights, MA: Allyn & Bacon,
- Speer, P. W., & Hughey, J. (1995). Community organizing: An ecological route to empowerment and power. *American Journal of Community Psychology*, 23, 729-748.
- Spiegel, I. A., & Grossman, S. F. (1997). The little village project: A community approach to the gang problem. *Social Work*, 42, 456-470.
- Staples, L.H. (1990). Powerful Ideas about empowerment. *Administration in Social Work*, 14(2), 29-41.
- Steiner, J., Gross, G., Ruffolo, M., & Murray, J. (1994). Strategic planning in non-profits: Profit from it. *Administration in Social Work*, 18(2).
- Strom-Gottfried, K. (1999). When colleague accuses colleague: adjudicating personnel matters through the filing of ethics complaints, *Administration in Social Work*, 23(2), 1-16.
- Sviridoff, M., & Ryan, W. (1997). Community-centered family service. *Families in Society*, 78, 128-139.
- Tropman, J. E. (1995). *Making Meetings Work: Achieving High Quality Group Decisions*. CA: Sage.
- Venkatech, S.A. (1997). The social organization of street gang activity in an urban ghetto. *American Journal of Sociology*, 103, 82-111.
- Videka-Sherman, L. & Viggiani, P. (1996). The impact of federal policy changes on children: Research needs for the future. *Social Work*, 41(6), 594-600.
- Warren, M. R. (1998). Community building and political power: A community organizing approach to democratic renewal. *The American Behavioral Scientist*, 42 (1), 78-92.
- Weaver, J. (1997). Implementing the vision: Growing a healthy communities initiative. *National Civic Review*, 86, 61-66.
- Webster-Stratton, C. (1997). From parent training to community building. *Families in Society*, 78, 156-171.
- Weil, M. O. (1996). Community building: Building community practice. *Social Work*, 41, 481-499.
- Witkin, B.R. & Altschuld, J.W. (1995). Part II. Methods for conducting a needs assessment. In *Planning and Conducting Needs Assessment: A Practical Guide* (pp. 101-283). Newbury Park, CA: Sage Publications.

Information on the World Wide Web (Internet):

A. Using Syracuse University Library to Discover Local/Global Resources

1. Finding information about Syracuse and Central New York (Information from Syracuse Newspaper on Library Web from 1986 to present)

Go to Database Main Menu

<http://libwww.syr.edu/research/database/index.html>

→ Newspaper and Media

→ Syracuse Newspapers

2. Find old maps of Syracuse using Digital Sanborn Maps online.

Go to Database Main Menu

<http://libwww.syr.edu/research/database/index.html>

→ Digital Maps or

→ General Sciences

3. Geographic and Statistical Information Center (G-SIC): G-SIC is designed to help SU community to work with the Geographic Information Systems (GIS), images, architectural drawings, geospatial data, statistics and numeric data, or many other scanning, mapping, or drawing subjects.

<http://library.syr.edu/information/mgi/gsic.html>

B. Useful links through the Association for Community Organization & Social Administration (ACOSA)

(<http://www.acosa.org/links.html>) in the following areas:

- [Administration and Management](#)
- [Advocacy](#)
- [Assets, Micro-Credit, & Social Enterprise](#)
- [Civic Renewal and Social Capital](#)
- [Collaboration & Networking](#)
- [Community Building](#)
- [Community Development](#)
- [Community Organizing](#)
- [Faith-Based Initiatives](#)
- [Foundations](#)
- [Fundraising and Grant Writing](#)
- [Jobs and Career Opportunities](#)
- [Nonprofit Organizations](#)
- [Policy Practice](#)
- [Research and Program Evaluation](#)
- [Sites for Social Work -- THE BEST!](#)
- [Student Resources and Internships](#)
- [Task Groups and Work Teams](#)
- [Teaching Resources](#)
- [Toolkits and Assessment Tools](#)
- [University-Community Partnerships](#)
- [Writing and Presentation Skills](#)

GUIDELINES FOR ASSIGNMENTS

I. Instruction For The Micro/Macro Comparison Paper (6-8 Pages) DUE:02/10/09

You will write a paper on a fabricated micro-level social work scenario and one proposed organizational change plan. You will fabricate the identification, engagement and assessment social work process for a micro-level problem. It is encouraged that you draw examples from your field experience (from your internship or work place). If you do so, please make sure that you protect the confidentiality of your client(s). Based on the issues identified in this scenario, you will propose one organizational-level intervention that would promote a resolution for the problem or prevent it from occurring in the first place. This intervention should be developed following the planned change process as described on page 29 through page 33 of the Kirst-Ashman and Hull (2008) textbook. This paper must draw on course readings, as well as empirical and theoretical literature pertaining to the issue

You need to clearly present the following information:

1. A micro-level case scenario, discuss major issue(s) – case assessment
2. Propose your organizational-level intervention, use at least three quantitative research articles that help you understand intervention efforts that have been tried elsewhere and that demonstrate successful outcomes in similar circumstances. You will incorporate the discussion of the PREPARE and IMAGINE process in this paper.

II. Instruction for Community Task Group Project

For this assignment you are to complete a report that focuses on a particular community. For example, your group may select one of the following: the community of your field placement or your workplace, the community of your residence, the south side of Syracuse, or the near west side of Syracuse on which to focus. You will work in groups with no more than four members, which will compose your task group. By examining the community, you will have the opportunity to learn how to conduct a community assessment and develop planning and action skills.

Part I – Community Profile & Needs Assessment: (6-8 pages, not counting the maps & appendices, 25% Final Grade) DUE: 03/17/09

Your group must develop a community profile. The profile includes defining the community's basic characteristics: its size/population density and demographic breakdown. What is the economic status of this community, where are its major gathering spots/organizations, how does the community use its leisure time and its ways of finding out what is happening within the community (information flow)? Chapters 8 and 9 of the Kirst-Ashman & Hull will serve as your guide in developing the profile.

A community profile is based on quantitative, objective data gathered from a variety of sources. You can locate some of this information at Bird Library by examining Census Bureau Data, newspapers, statistical abstracts and profiles of special groups. You can also extract important neighborhood information from US Census Bureau, American FactFinder (http://factfinder.census.gov/home/saff/main.html?_lang=en). The website of various municipal offices might contain the information helpful to your project. The profile is also based on qualitative data. Your group will need to gather information from people who attend community meetings, from social service agencies, from people who live in the community. You will interview people from at least 3 different sectors in your selected community (e.g. community member, social service agency worker, religious group member, store owner) to complete this assignment. The community profile acts as a snapshot for planning and indicates current community conditions. The community profile provides data to support and validate the **concerns** and **priorities** of the community. It would be advantageous for group members to attend a community meeting or function to get a firsthand account of the sense of community morale and the **issues facing the community**.

For this section of the assignment you must submit:

- A. A brief description of the community your group has identified.

- B. A community profile citing the sources you used to develop the profile. (Submit all supporting data in the appendix.)
- C. A community assets map.
- D. A community needs map.
- E. A discussion of your findings, with speculation as to how the community's assets might help to address some of the identified needs.

Note: You'll find lots of examples regarding community assets mapping. I encourage you to do the spatial mapping for this project. Please see the Soulsville example on the Urban Advantage website (<http://www.urban-advantage.com/SoulsvilleUSA/>).

Part II – Best Practices Synopsis & Community Change plan: (8-12 pages, 25% Final Grade) DUE: 04/21/09

Based on the information your group collected for Part I, identify *an issue of concern* to develop a community change plan. This assignment is for you to develop a community-level intervention for positive change. You will incorporate a discussion of the proposed change from the systems perspective and the planned change process (PREPARE & IMAGINE) in this paper. Your paper should include:

A. Problem assessment (2-3 pp)

Present the data pertaining to the identified community issue(s) (e.g., Who is affected, how prevalent is the concern, who belongs to the at-risk population, what are the population's characteristics?), the current capacity of organizations in the community that have programs designed to address the identified issue, the gap between services available and services needed and priority setting steps.

B. Review of effective intervention models (1-2pp)

You should review the professional literature for information on "Best Practices" that have addressed the issue on which you have chosen to focus. A search for "Best Practices" includes searching the Internet, refereed journals, and other sources in an effort to find how other communities have address the prioritized issue (e.g., model legislation, funding sources, and resource development opportunities). Use at least 3 examples.

C. Proposed Change: goal setting, intervention, evaluation, and termination (5-7pp)

You must also develop a vision to address the community issue, use force field analysis to identify current obstacles, resources, and stakeholders, discuss actions you will use to mobilize community support, identify measures that can be used to determine effectiveness.

Each group will give its respective presentation during class.

1. Asset Mapping:

"**Asset Mapping**" is derived from an "asset-based" approach to community development, and refers to a range of approaches that work from the principle that a community can be built only by focusing on the strengths and capacities of the citizens and associations that call a neighborhood, community or county "home" (Kretzmann & McKnight, 1993).

Asset mapping includes the key point of a community-based approach to issues and concerns, namely, that community members are **co-learners** and **co-creators** of the entire process, all the way from identifying and defining the issue to identifying the assets available and discovering, designing and implementing the solutions. (Kirst-Ashman & Hull, pp. 318-321).

2. Community Assets Map:

A community asset map presents the tangible and intangible resources, i.e., persons, physical structures, natural resources, institutions, businesses, or informal organizations etc. in a community. See example on Kirst-Ashman & Hull, p.321.

3. Community Needs Map

A community needs map is the graphic representations (such as figures, tables, diagrams and maps of the areas where community groups have operated) of the most urgent needs, risk factors in the community.

4. Best Practice

"Best Practices" is ordinarily used to refer to **models of service delivery** that have shown some effectiveness in accomplishing desired outcomes. "Best Practices" can also refer to processes and tools for service delivery and administration (Best Practice Briefs, 2002).

5. Force Field Analysis

Force Field Analysis is a useful technique for looking at all the forces for and against a decision. It is a specialized method of weighing pros and cons (Kirst-Ashman & Hull, pp. 192, 240, 318, 322,323).