

## **University at Buffalo**

School of Social Work

### **Community Social Work**

SW 569 • Fall 2014

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#### **COURSE DESCRIPTION**

As agents of change it is crucial that social workers are able to enter a community or organization and identify how individual actors both influence and are influenced by the environment in which they operate in order to sustain a desired change. This course examines the theories, research and interventions that social workers utilize in community practice. Community practitioners define the scope of their practice in the context of social justice within organizations, neighborhoods and communities applying social values and the concepts of welfare economics in the selection of culturally sensitive strategies and appropriate interventions. Utilizing a trauma informed and human rights perspective they seek to improve the lives of people through purposeful change in their communities. The context of their practice includes but is not limited to housing, safety, environment (e.g., water, sewage and air), education and employment.

#### **CSWE Competencies**

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities

<b>Course Objectives</b>	<b>Assessment Method</b>	<b>CSWE Competencies</b>
<b><i>After completion of this course students will be able to:</i></b>		
1. Articulate the theoretical foundation of community practice and be able to apply this to community practice and policy.	Class Facilitation Comm. Presentation Comm. Intervention	1, 2, 8
2. Conduct an assessment of the strengths and challenges of a neighborhood using a trauma informed and human rights perspective that utilizes relevant geographic, economic, demographic and social characteristics.	Comm. Assessment Comm. Presentation Comm. Intervention	3, 5, 6, 9
3. Create a strategy for involving key stakeholders that is grounded in social work values and ethics including but not limited to funders and policymakers in the development and implementation of appropriate community intervention.	Comm. Assessment Meeting Analysis Comm. Presentation Comm. Intervention	2, 4, 9, 10
4. Identify the mechanisms that operate and influence the choice of solutions at the community level as a consequence of trauma.	Class Facilitation Comm. Assessment Meeting Analysis Comm. Presentation Comm. Intervention	3, 9
5. Identify appropriate culturally sensitive community interventions based upon community strengths and challenges and the opportunities and parameters of federal, state and local legislation, policy and funding.	Class Facilitation Meeting Analysis Comm. Presentation Comm. Intervention	4, 6, 7, 9, 10
6. Apply a trauma informed and human rights perspective in evaluating the cultural sensitivity and effectiveness of a community intervention.	Comm. Assessment Comm. Presentation Comm. Intervention	3, 5, 9
7. Identify the impact of intergovernmental relationships on the development, implementation, evaluation and evolution of community development and the role these relationships play in sustaining community capacity.	Class Facilitation Meeting Analysis	3, 7, 9, 10
8. Demonstrate an understanding of the impact of the interaction of major social policies on the social location of groups in poverty.	Class Facilitation Comm. Presentation Comm. Intervention	1, 3, 4, 5, 8

## REQUIRED TEXTS

- ◆ **Robinson, J. and Green, G.** (2011). *Introduction to Community Development*. Washington, D.C.: Sage.
- ◆ Additional Readings are available on the *UB Learns* Blackboard class website.

## Recommended:

Kretzman, J. (1993). *Building Community from the Inside Out*. Chicago: ACTA

Rivera, F. and Erlich, J. (1998). *Community Organizing in a Diverse Society*. Boston: Allyn and Bacon.

Rothman, J., Erlich, J. L., & Tropman, J. E. (2008). *Strategies of Community Intervention*. Peosta, IA: Eddie Bowers Publisher Co., Inc.

Weil, M. (Ed.). (2005). *The Handbook of Community Practice*. Thousand Oaks, CA: Sage Publications.

## COURSE FORMAT

This course meets seated or on-line during the semester. Course content will be presented via a variety of methods: lecture and discussion, work in small groups, analysis of case examples, class exercises, videos, and student presentations. One important source of learning in this class will be the class itself. Your personal and professional experiences will be important sources of class discussions. In order to be a valuable contributor as well as a thoughtful learner, it is critical that you attend class both physically and intellectually. This includes coming to class prepared to discuss the week's readings and relevant current events.

## ROLE OF FACULTY AND STUDENTS

I will lecture, facilitate class discussions, model and encourage open discussion, and foster an environment in which students' values, knowledge and experiences can be explored and their diverse perspectives can be understood, respected and critically examined. I will also provide readings, assignment information, and be available for consultation and feedback. Assignments will be returned in a timely manner.

You are expected to read the assigned readings prior to class sessions and come prepared to discuss these readings in class. You are expected to share your knowledge, experience, comments, critiques, feedback, and alternative opinions.

## POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

Use of all electronic devices in class is prohibited without permission of the instructor. For Seated classes, ***please set your cell phones to vibrate***. Use of laptops is **only** permitted as a tool for small group activities and in-class assignments, or as an approved accommodation for students with disabilities.

**Class Attendance and Participation:** The classroom environment is the mutual responsibility of the instructor and the students. Both class attendance and participation is expected. You are expected to arrive to class **on time** and participate fully in class discussion.

Students may be justifiably absent from classes due to religious observances, illness documented by a physician or other appropriate health care professional, conflicts with University sanctioned activities, public emergencies, and documented personal or family emergencies. An obligation with your field placement is **not** an acceptable reason for missing class. Students should call or email me as soon as possible to inform me of any unanticipated absence. If you are absent, it is **your responsibility** to get the notes and/or assignments that you miss from either myself or your fellow students.

**Missed Classes and Lateness Penalties:** Students with more than two unexcused absences will have their final course grade lowered by 1/2 a letter grade for each additional absence. For instance, a student whose class average is 96 (an "A") but has missed three classes will receive an A- as a final course grade. Repeated tardiness (i.e., more than two late arrivals) or premature departures will similarly affect a student's final grade.

**Special Needs:** If you have a learning disability, sensory, or physical disability or impairment, or if English is your second language and you need special assistance in lecture, reading assignments, and/or testing, please let me know. Students with disabilities should also contact the Office of Disabilities Services, 645-3116, 25 Capen, North Campus.

**Academic Honesty:** Academic honesty during testing periods and in the composition of assigned papers is expected. If any problems arise for you regarding any aspect of the course, please come and talk to me so that the problem(s) may be remedied. Violations of academic honesty in the preparation of papers (e.g., plagiarism) or cheating during an exam will result in a zero for the assignment/exam. Please review *Graduate School Policies and Procedures: A Manual for Graduate Students and Advisors*, available at:

<http://www.grad.buffalo.edu/policies/index.php>

## **GRADING CRITERIA**

**Expectations Regarding Written Work:** Students are expected to write papers that conform to guidelines of the *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)* which is on the reference shelf of the library. Students must become familiar with the APA guidelines. Appropriate citations are required for all your formal assignments. Make sure to reference any work that you use. Papers must also be double-spaced, include page numbers, headings and subheadings, and have 1" margins on all sides. **All papers should be one-sided.** You must also have a **title page** for all formal papers.

Students are expected to submit papers free of typographical errors with correct grammar and spelling, and proper references. Students are also encouraged to use the School's two writing tutors, Tamara Rabe and Lizzie Finnegan, for help with papers. Contact Tamara and Lizzie to set up appointments and for feedback about your papers. Tamara's email address is: [rabe@buffalo.edu](mailto:rabe@buffalo.edu). Lizzie's email address is: [ehfinnegan@gmail.com](mailto:ehfinnegan@gmail.com). Students are also encouraged to email or come to me with any questions or concerns about written assignments.

**POLICY ON LATE ASSIGNMENTS:** Late assignments will be penalized half a letter grade **per day** (for example, from an A to an A-) unless permission is received from the instructor **in advance of the due date**, and only for extenuating circumstances (e.g., injury, illness). The instructor will **not** accept late assignments handed in later than one-week past the due date.

### ***A Word about the Internet***

There is a wealth of information on the Internet about social welfare policies, the federal budget, the economy, tax policy, poverty, housing, health, and other social policy issues. Students are encouraged to seek out this information, but to **be selective** in what to use. For assigned papers, use **peer-reviewed journal articles** and **chapters from scholarly books**.

**Limit Internet resources** to government documents, materials from governmental departments (e.g., U.S. Department of Labor, the Social Security Administration, the U.S. Census Bureau); organizations such as the United Nations, the International Labour Organization, and the Children's Defense Fund; policy institutes such as the Institute for Women's Policy Research and the Urban Institute; and professional associations such as NASW and CSWE. You are **NOT** to use Wikipedia, Encarta, or other online encyclopedias. If you have any questions on what is appropriate to use, ask me. **There will be a grading penalty for papers with a disproportionate number of non-scholarly resources. Make sure that you cite internet sources appropriately using APA guidelines.**

### **Required use of Relevant Journals:**

You are expected to use relevant, selected material from the following journals in major assignments for the course. Volumes of most of these journals are held in the Lockwood Library and/or are available as E-Journals through the library. These journals are major resources in social work for community and macro practice:

***The Journal of Community Practice: Organizing, Planning, Development & Change***  
***Nonprofit and Voluntary Sector Quarterly***  
***Social Development Issues***  
***The Social Service Review***  
***Administration in Social Work***  
***The Journal of Progressive Social Work***  
***The Journal of Sociology and Social Welfare***  
***Research in Social Work***  
***International Development***

### **Course Grading Scale:**

All requirements are scored on a 100 point scale and then averaged (based on % weight) for your final grade. Final letter grades assigned in the course correspond to the following cumulative point totals:

A	96-100 points	B	83-86 points	C	73-76 points
A-	90-95 points	B-	80-82 points	C-	70-72 points
B+	87-89 points	C+	77-79 points	F	<70 points

HIPAA ALERT: In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your own work will need to be de-identified. What this means is that any information that would allow someone to know the identity of the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation it can be included if you are confident it will not allow for identification.

## **COURSE ASSIGNMENTS**

### **Class Participation**

It is expected that you will keep up with the class readings, so during the semester there will be on-line discussions of class topics based on assigned readings, lectures and videos. There will also be question and reflection assignments that you will complete and submit on-line. There are a total of **four** participation exercises between the discussions and the assignments. **You must participate, complete, and meet the requirements for each to get full participation credit.** There will be detailed instructions later in the semester as each of these comes up. **(25%)**

### **Initial Community Assessment**

You will complete the first step of a comprehensive community assessment. Students will choose a neighborhood in Buffalo or town in the region to study. Students will observe and describe the neighborhood, as well as conduct some basic research on the community that includes the demographics of the community. This assignment does NOT constitute a complete community assessment; rather, it is the initial phase of the final community assessment/intervention paper. **Due October 8<sup>th</sup> (15%)**

### **Community Meeting Analysis**

You will attend a meeting of a community organization, local government body, civic association or neighborhood organization (i.e. block club, tenant association, women's group) concerned with a neighborhood or community issue (if possible one related to the community on which you are doing your assessment). In 4-5 typed pages, describe the meeting in detail and analyze it applying community practice or development theory from the class readings. **Due October 29<sup>th</sup> (15%)**

## **Community Assessment Presentation**

Students will give a 30 minute (timed) formal presentation of their neighborhood research and intervention strategy. In the discussion you must give an overview of the neighborhood, research and assessment activities (data and key informants/stakeholders) and the proposed intervention and strategies based upon the assessment. You should be prepared to answer questions as if you were presenting to a Board of Directors, community coalition, or legislative body. The presentations will take place during the last two class meetings. Please plan to fit the presentation within allotted time. Your grade is partially based upon the organization and concise presentation of **relevant** data and analysis. **Presentations are November 19<sup>th</sup> & December 3<sup>rd</sup> (20%)**

## **Final Comprehensive Community Assessment/Intervention Paper**

The final assignment is a 20-25 page, double-spaced paper in APA format describing the historical, demographic, geographic, economic and sociological characteristics of the neighborhood you have researched. Students should incorporate material from the previous course assignments in this paper. Using your review of the community development literature and assessment skills presented in your readings, discuss the problems and strengths of your neighborhood (supported by data) and identify strategies you would use to create interventions to resolve these problems. Include an overview of the theoretical framework guiding your approach and the various barriers you might face in implementing the interventions. **Due December 3<sup>rd</sup> (25%)**

### **COURSE SCHEDULE:**

**August 27..... (On-line) Course Overview:** Expectations, Grading & Assignments

**September 3..... (On-line) The History of Community Practice and Development**

- **Robinson and Green**, Chapters 1 & 2
- **Brueggeman, W.** (2012). "History and Context for Community Practice," in the Handbook of Community Practice, New York: Sage Publications, pp. 34-58.
- **O'Connor.** (2011). "Swimming Against the Tide: A Brief History of Federal Policy in Poor Neighborhoods," in Urban Problems and Community Development, Washington, D.C.: The Brookings Institution, pp. 77-137.
- **\*Freire, P.** (1990). "A Critical Understanding of Social Work," *Journal of Progressive Human Services*, 1: 3-9.

**View: The History of Community Development**

***Initial Community Assessment Assignment Available***

## September 10..... (Seated) The Context of Community Practice

- **Sites, Chaskin and Parks.** (2011). "Reframing Community Practice for the 21<sup>st</sup> Century," in the Community Development Reader, 2<sup>nd</sup> Edition, New York: Sage Publications, pp. 38-47.
- **\*Billiteri, W.** (2010). Blighted Cities. Congressional Quarterly Researcher, 20, 140, 941-964.
- **\* Silverman, R., Yin, L. and Patterson, K.** (2013). "Dawn of the Dead City: An Analysis of Vacant Addresses in Buffalo NY," *Journal of Urban Affairs*, 35(2): 131-152.
- **Fisher R. and Harding S.** (2008). Political Economy and Public Life. In Rothman, J., Erlich, J. L., & Tropman, J. E. *Strategies of Community Intervention*. NY: Thomson/Brooks Cole

## Film Clip: Urban Renewal Policies

## September 17..... (On-line) Theoretical Models for Community Practice and Development

- **Hardcastle, D.** (2011). "Theory-Based, Model-Based Community Practice," in Community Practice, Oxford: Oxford University Press, pp. 39-68.
- **Rothman, J.** (2007). "Multi Modes of Intervention at the Macro Level," *Journal of Community Practice*, 15 (4): 11-40.
- **Fellin, P.** (2001). Understanding American Communities. In Strategies of Community Intervention. CA: Brooks/Cole.

**Submit Question Responses by 9pm September 21<sup>st</sup> utilizing the Assignment Tool in UBLearn**

## September 24..... (Seated) Community Assessment: Seeing the Community and Understanding the Nature of Social and Community Problems

- **Hardina,** Chapter 5
- **Warren, Rachele B. and Warren, Donald I.** (1977). "How to Diagnose a Neighborhood." In The Neighborhood Organizer's Handbook. Indiana: University of Notre Dame Press. pp. 167-195.
- **\*Green, G. and Haines, A.** (2008). "Physical Capital: The Role of Housing in Community Development." In Asset Building and Community Development. CA: Sage Publications, Inc. pp. 123-148.
- **Billings, J. and Cowley, S.** (1995). Approaches to Community Needs Assessment: A Literature Review. *Journal of Advanced Nursing* 22: 122-130.
- **\*Finifter, D. et al.** (2005). "A Comprehensive, Multitiered, Targeted Community Needs Assessment Model." *Family Community Health*, 28(4): 293-306

**Go to: Computer Lab**

**Handout Community Meeting Analysis Assignment**

## October 1..... (On-line) Community Assessment: Understanding and Identifying a Community's Assets, Strengths and Needs

- **Hardina**, Chapter 6
- **Kretzmann, J.P. and McKnight, J. L.** (1993). Introduction. In *Building communities from the inside out: A path toward finding and mobilizing a community's assets*, Chicago, IL: ACTA Publications, pp. 1-10.
- **Green, G. and Haines, A.** (2008). "The Role of Assets in Community-Based Development," in *Asset Building and Community Development*. CA: Sage Publications, Inc., pp. 1-21.
- **\*Delgado, M. and Humm-Delgado, D.** (2013). "Community Asset Assessment Methods," In *Asset Assessments and Community Social Work Practice*, Oxford: Oxford University Press, pp. 125-149.

### Film: Holding Ground: The Rebirth of Dudley Street

**Discussion Board Open: Post Responses by 9pm October 5th**

## October 8..... (On-line) Community Conflict and Engagement

- **Hardina**, Chapters 1-4
- **Robinson and Green**, Chapters 7 & 13
- **Edwards, R. W., Jumper-Thurman, P., Plested, B. A., Oetting, E. R., & Swanson, L.** (2000). "Community Readiness: Research to Practice," *Journal of Community Psychology*, 28(3): 291-307.

**Initial Community Assessment due submit via Assignment Tool in UBLearn  
Community Assessment Presentation & the Final Comprehensive Community  
Assessment/Intervention Assignments Available**

## October 15..... (Seated) Building Community Capacity

- **Hardina**, Chapters 7 & 12
- **Robinson and Green**, Chapters 14-16
- **\*Owens, M.** (2011). "Capacity Building: The Case of Faith-based Organizations" in the *Community Development Reader*, 2<sup>nd</sup> Edition, New York: Sage Publications, pp. 140-149.
- **\*Stone et al.** (1999). "Schools and Disadvantaged Neighborhoods: The Community Development Challenge," in *Urban Problems and Community Development*, Washington, D.C.: The Brookings Institution, pp. 339-369.

### Film Clip and Discussion: Harlem Children's Zone

**Submit Question Responses by 9pm October 19<sup>th</sup> utilizing the Assignment Tool in UBLearn**

## October 22..... (Seated) Community Building: Locality and Place-Based Development

- **\*Blakely, E.** (2001). "Competitive Advantage for the 21<sup>st</sup> Century City," *Journal of the American Planning Association*, 67(2): 133-141.
- **Barca et al.** (2012). "The Case for Regional Development Intervention: Place-Based Versus Place-Neutral Approaches," *Journal of Regional Science*, 52(1): 134–152.
- **Delgado, M.** (2000). "Guiding Principles for Community Capacity Enhancement," in *Community Social Work Practice in an Urban Context*. New York: Oxford University Press, pp. 59-72.
- **Rubin, H. and Rubin, I.** (2008). "Empowering through Building Progressive Organizations," in *Community Organizing and Development*, Boston: Pearson Education, Inc., pp. 91-105.

**Film: Gaining Ground: Building Community on Dudley Street**

**Discussion Board Open: Post Responses by 9pm October 26th**

## October 29..... (On-line) Identifying Strategies for Addressing Community Need: Advocacy Planning, Social Planning, and Policy

- **\*Weil, M.** (2005). "Social Planning with Communities: Theory and Practice" in Weil, M. (Ed.). *The Handbook of Community Practice*. Thousand Oaks, CA: Sage Publications, pp. 215-243.
- **\*Checkoway, B.** (1994). "Paul Davidoff and Advocacy Planning in Retrospect," *Journal of the American Planning Association*, 60(2).
- **Krumholz, N.** (1982). "A Retrospective View of Equity Planning Cleveland 1969–1979," *Journal of the American Planning Association*, 48(2): 163-174.
- **Kennedy, M.** (1996). "Transformative Community Planning: Empowerment through Community Development." *Planners Network: The Organization of Progressive Planning*

**Submit Community Meeting Analysis via Assignment Tool in UBLearns**

## November 5..... (On-Line) Intervention Strategies: Community Organizing and Social Action

- **Hardina**, Chapters 8 & 9
- **\*Stall, S. and Stoecker, R.** (1998). "Community Organizing or Organizing Community? Gender and the Crafts of Empowerment," *Gender and Society*, 12(6) 729-756.
- **Rubin, H. and Rubin, I.** (2008). "Organizing and Development for Progressive Community Change," in *Community Organizing and Development*, Boston: Pearson Education, Inc., pp. 3-18.

**Film: The Democratic Promise: Saul Alinsky & His Legacy**

**November 12..... Check-in day (either meet with me in my office or virtually to discuss final presentation and assignment)**

**November 19..... (Seated) On-line Presentations**

**November 26.....No Class Thanksgiving Holiday**

**December 3..... (Seated) In Class Presentations**

***Final Comprehensive Community Assessment/Intervention Paper Due at the beginning of class***

**Have a Great Holiday Break ;-)**

***\*\*\*This syllabus may be subject to modifications***