

SW 569 Community Social Work

**University at Buffalo
The State University of New York
School of Social Work
Fall 2008**

Instructor: Filomena M. Critelli, Ph.D.
Office Hours: Monday 12:30- 2:30, Wednesday, 3:30 – 5:30 p.m., or by appointment
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Office Location: Room 665 Baldy Hall
Class location: 120 Baldy
Time: Wednesday 6-8:50 pm

“We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.”

Cesar Chavez

.....to alienate human beings from their own decision-making is to change them into objects.

Paulo Freire

Description

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. 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 (i.e., water, sewage, air, etc.), education and employment. 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 for in the end community practice is all about sustaining a desired change. To that end, this course is designed to build on the student's knowledge of policy, its implementation through public programs and its implications for social work practice. Neighborhood models, the assessment of these and their influence on selection of appropriate interventions are discussed.

Learning Objectives

Upon completion of this course students will be able to:

1. Discuss the theoretical foundation of community practice and be able to apply this to an analysis of community strengths and challenges.

(revised 9/9/08)

2. Conduct an assessment of the strengths and challenges of a neighborhood based upon geographic, economic, demographic and social characteristics. Facilitate meetings with community stakeholders.
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.
4. Identify appropriate community interventions based upon community strengths and challenges and the opportunities and parameters of federal, state and local legislation, policy and funding.
5. Evaluate the cultural sensitivity and effectiveness of a community intervention.
6. Identify the impact of intergovernmental relationships on the development, implementation, evaluation and evolution of social welfare policies for group's at-risk.
7. Demonstrate an understanding of the impact of the interaction of major social policies on specific groups in poverty including but not limited to the elderly, female-headed families, single adults and the working poor.
8. Apply basic policy analysis techniques to recommend changes in organizational settings to better meet the needs of high-risk groups.

REQUIRED TEXTS:

Danziger, S. H. & Haveman, R. H. (2001). *Understanding poverty*. New York: Russell Sage Foundation, and Cambridge, MA: Harvard University Press.

Hardcastle, D. A., Wencocur, S. & Powers, P. R. (2001). *Community practice: Theories and skills for social workers*. New York: Oxford University Press.

Chaskin, R., Brown, P. Venkatesh, S. and Vidal, A. (2001). *Building Community Capacity*. NY: Aldine de Gruyter.

Recommended:

Partridge, M. and Rickman, D. (2006). *The Geography of American Poverty: Is there a Need For Place-Based Policies?* Kalamazoo, MI: Upjohn.

Weil, M. (Ed.). (2005). *The handbook of community practice*. Thousand Oaks, CA: Sage Publications

Additional RECOMMENDED BOOKS

Delgado, M. (2000). *Community social work practice in an urban context*. New York: Oxford University Press.

- Fellin, P. (2003). *The community and the social worker*. NY: Peacock Press
- Figueira-McDonough, J. (2001). *Community analysis and praxis: Toward a grounded civil society*. Philadelphia, PA: Brunner-Routledge.
- Kretzman, JR. (1993). *Building community from the inside out*. Chicago: ACTA
- Morse, SW. (2004). *Smart communities: How citizens and local leaders can use strategic thinking to build a brighter future*. San Francisco: Jossey Bass.
- Rivera, F. and Erlich, J. (1998). *Community organizing in a diverse society*. Boston: Allyn and Bacon.
- Weil, M. (Ed.). (2005). *The handbook of community practice*. Thousand Oaks, CA: Sage Publications

INTERNET RESOURCES

There is a wealth of information on the Internet about community practice types and community issues. The following are some additional sites that you may find helpful. If you have any questions, ask the instructor.

- The Center for Social Development (<http://gwbweb.wustl.edu/csd/>)
- Economic Policy Institute (<http://www.epi.org>)
- United for a Fair Economy (<http://www.faireconomy.org>)
- Children's Defense Fund – New York (<http://www.cdfny.org>)
- Journal of Community Practice
- Journal of Community Psychology
- Midwest Academy
- Gamaliel Foundation
- The National Institute (www.nhi.org)
- National Community Building Network
- Local Initiatives Support Corp. (LISC)
- Center for Community change
- Planners Network ([ww.plannersnetwork.org](http://www.plannersnetwork.org))
- Civic Practices Network (www.cpn.org)
- [Annie E. Casey Foundation](#)
- Chapin Hall Center for Children
- Community Organizing and Development (<http://comm-org.toledo.edu>)
- The Center for Neighborhood Technology (<http://www.cnt.org>)
- [Asset-Based Community Development \(ABCD\) Institute](#)
- [Association of Community Organizers for Reform Now \(ACORN\)](#)
- [Center for the Study of Social Policy](#)

- [Fannie Mae Foundation](#)
- [KnowledgePlex](#)
- [National Congress for Community Economic Development \(NCCED\)](#)
[NeighborWorks U.S. Department of Housing and Urban Development \(HUD\)](#)

ORGANIZATION OF THE COURSE

The course format will be a combination of lecture, web site activities, class discussion of readings and projects, and presentation of students' work. Film and case study materials will be used to further learning. Each student will be responsible for facilitating an in-depth presentation and discussion of a community problem of their choice with a method of intervention to address this problem or issue on a day they choose. Available days are indicated by an **. Students will work on a group project using the course web site's virtual neighborhood as well as other sources of assessment and data collection. Groups will be assigned a neighborhood that will be the focus of the majority of the semester's work.

ROLE OF FACULTY AND STUDENTS

The instructor will lecture, facilitate class discussions and experiential exercises, 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. The instructor will also provide readings, assignment information, and be available for consultation and feedback. Assignments will be returned in a timely manner. The instructor invites students to give feedback and suggestions throughout the course.

Class Attendance and Participation: The classroom environment is the mutual responsibility of the instructor and the students. Both class attendance and participation are expected. Students are expected to be prepared by completing reading assignments and will be called upon to share their responds and feedback about reading assignments. Students are expected to arrive to class on time, and to notify the instructor in advance if you cannot attend. Please be sure to **turn off** cell phones and pagers upon arriving in the classroom. Talking during class and other disruptive behavior will not be tolerated.

UB Attendance Policy: 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. Students are responsible for notifying the instructor in writing with as much advance notice as possible. Students should call or email the instructor as soon as possible to inform her of any unanticipated absence. **Alternative assignments will** be given to students to make up for course activities that were missed due to unavoidable circumstances. However, an unexcused absence will result in a 5-point loss. Multiple absences are regarded severely and may result in failing the course.

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 contact the instructor. Students with disabilities should also contact the Office of Disabilities Services, 645-3116, 25 Capen, North Campus.

Assignments and Completion of work: Unless prior arrangements have been made, papers are due at the end of lecture the day they are due or they will not be accepted. If you cannot complete your assignment on time, you should contact me as soon as possible and do not wait until after the fact.

There will be no incomplete grades given for this course except in the most extreme circumstances (e.g., death in family, medical/hospitalization). Written documentation and a plan for course completion will be required for any incomplete grade.

Should you feel that you have been graded unfairly, you may appeal your grade to me in writing with a clear statement of the reasons and basis for your request. You must present your case for a better grade fully, clearly, and concisely so that I may have an opportunity to reflect on your arguments in order to make a fair decision.

UB Policy On Academic Integrity: According to University at Buffalo policy, students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgements. University policy with regard to academic integrity will be strictly adhered to. Violations of academic honesty in the preparation of papers (e.g., plagiarism) will result in the initiation of informal or formal proceedings. Please review *Graduate School Policies and Procedures: A Manual for Graduate Students and Advisors*, available at <http://www.grad.buffalo.edu/docs/polpro.pdf>.

There are no exceptions to the rules stated above. If you have circumstance that may hinder your performance in this class or ability to complete assignments, please contact me as soon as possible to discuss the situation. Do not take it upon yourself to wait until the end of semester or after the problem occurs, as I will not accommodate individuals after the fact.

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 work will need to be de-identified. What this means is that any information that would allow someone to know who the person was 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.

ASSIGNMENTS AND 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 (5th ed.)* which is on the reference shelf of the library. Appropriately

cite, using APA style, any references that you use. Papers must conform to other APA guidelines (e.g., double-spaced, gender-neutral language, expressing numbers in figures versus in words, page numbers, headings and subheadings, 1" margins on all sides, use of a title page for major scholarly papers, etc.) Become familiar with the APA guidelines. Students are expected to hand in papers with correct grammar and spelling, and free of typographical errors.

Students are also encouraged to use Tamara Rabe, the school's writing tutor, for help with papers. Email Tamara for feedback: rabe@buffalo.edu. Students are also encouraged to email or visit the instructor with any questions or concerns about written assignments.

By the 2nd week of class students will sign up in teams (no more than 3 per team) for a community that will be the focus of assignments and projects for the semester (except facilitated discussion). The communities are listed on Blackboard under the Virtual Village along with maps and other information about them.

Jointly Facilitated Class Discussion on Policy Impacts on Community

Jointly facilitate a 1-hour discussion on some community problem (2 students, each student will utilize 30 minutes of the hour). You must incorporate information on the following: 1) legislation; 2) policy and funding; 3) research pertinent to the problem's continuation and potential resolution/reduction 4) tie in how the policy and problem affects local communities (evidence of how its affects the Western NY region or Buffalo and 5.) refer to any appropriate class readings. Students are encouraged to be creative to use visual aids, demonstration, role-plays of other methods of presentation.

Available Dates are marked with ** on the syllabus
(Due on selected day, 15 points)**

Meeting Analysis (Link to outline on Blackboard under Assignments)

During the semester all students will attend a meeting of a community organization, a local government body, civic association or neighborhood organization (i.e. block association, tenant association, women's group) concerned with a neighborhood or specific issue in your assigned community. In 4-5 typed pages, describe the meeting in detail and analyze it applying theory from class readings and community practice principles.

(Due by November 5, 15 points)

First Group Presentation on Neighborhood (Link to outline on Blackboard under Assignments)

A 15-20 minute oral group presentation of findings from students' community-based research on a selected community. The presentation will provide an overview of neighborhood history, tables summarizing relevant data on community characteristics and information from community stakeholders with some preliminary recommendations on what change interventions will be proposed.

(Due October 29, 20 points)

2nd (Final) Community Presentation (Link to outline on Blackboard under Assignments)

Students present a 20-25 minute oral group presentation of the group project regarding your assigned neighborhood. Students should be prepared to answer questions as if they were presenting to a Board of Directors, community coalition, or legislative body. Please plan to fit presentation within allotted time. Your grade is partially based upon the organization and concise presentation of relevant data and analysis.

(December 3, 20 points)

Final Community Analysis/Change Paper (Link to outline on Blackboard under Assignments)

A 20-25 page, double-spaced paper in APA format describing the historical, demographic, geographic, economic and sociological characteristics of the neighborhood you are assigned as part of the group project. Using your review of the community development literature and assessment skills presented in your texts discuss the problems and strengths of your neighborhood and identify strategies your group would use to create interventions to resolve these problems, and the various barriers you might face in implementing them.

Due: December 5 5pm. 30 points

GRADING CRITERIA

1. Class facilitation	15%
2. Community Meeting Analysis	15%
3. Midterm presentation	20%
4. Community Assessment paper	30%
5. Final presentation	<u>20%</u>
TOTAL	100%

GRADING SCALE

A = 94-100 points	C = 73-76 points
A- = 90-93 points	C- = 70-72 points
B+ = 87-89 points	D+ = 67-69 points
B = 83-86 points	D = 63-66 points
B- = 80-82 points	D- = 60-62 points
C+ = 77-79 points	F = below 60

WEEK 1 August 27

Defining Community/Community Social Work Practices

Readings:

Hardcastle, Chapters 1 and 4

Week 2 September 3

Understanding the Practice Context: Community Theory

Hardcastle, Chapter 2

****Rothman, J., Erlich, J. and Tropman, J. (2001). Approaches to community intervention, In *Strategies of community intervention*. CA: Brooks/Cole.**

Recommended:

*Glover Reed, B. (2005). Theorizing in community practice: Essential tools for building community, promoting social justice, and implementing social change. In M. Weil (Ed.), *The handbook of community practice* (pp.84-102). Thousand Oaks, CA: Sage Publications.

Community Assigned for Group Project

Film: Holding Ground: The Rebirth of Dudley St.

*****WEEK 3 September 10 The Policy Impact on Communities**

Housing/Employment/Economic Inclusion

Hardcastle, Chapter 3

Yinger, J. (2001). Housing discrimination and residential segregation as causes of poverty. In Danziger, S. H., & Haveman, R. H. (Eds.), *Understanding Poverty*, (p. 359-391). New York: Russell Sage Foundation, and Cambridge, MA: Harvard University Press.

Ferguson, R. F. (2001). Community revitalization, jobs and the well-being of the inner-city poor. In Danziger, S. H., & Haveman, R. H. (Eds.), *Understanding Poverty*, (p. 417-446). New York: Russell Sage Foundation, and Cambridge, MA: Harvard University Press.

*****WEEK 4 September 17The Policy Context- Poverty and Income Support**

Readings:

Burtless, G. and Smeeding, T. M. (2001). The level, trend, and composition of poverty. In Danziger, S. H. and Haveman, R. H. (Ed.) *Understanding poverty* (pp. 27-68). New York: Russell Sage Foundation, and Cambridge, MA: Harvard University Press.

Scholz, J. K. & Levine, Ka. (2001). The evolution of income support policy in recent decades. In Danziger, S. H., & Haveman, R. H. (Eds.), *Understanding Poverty*, (p. 193-228). New York: Russell Sage Foundation, and Cambridge, MA: Harvard University Press.

Karoly, L. A. (2001). Investing in the future: Reducing poverty through human capital investments. In Danziger, S. H., & Haveman, R. H. (Eds.), *Understanding Poverty*, (p. 314-358). New York: Russell Sage Foundation, and Cambridge, MA: Harvard University Press.

Film: Waging a Living

*****WEEK 5 September 24: Place Based Policies**

Partridge, M.D., and Rickman, D.S. (2006). Recent spatial poverty trends in America. *The geography of American poverty: Is there a need for place-based policies?* (pp. 21-50). Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.

Partridge, M.D., and Rickman, D.S. (2006). Regional economic performance and poverty: What is the theoretical connection? *The geography of American poverty: Is there*

a need for place-based policies? (pp. 51-68). Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.

Partridge, M.D., and Rickman, D.S. (2006). How to win the local poverty war: Summary and policy recommendations. *The geography of American poverty: Is there a need for place-based policies?* (pp. 269-285). Kalamazoo, MI: W.E. Upjohn Institute for Employment Research

*****WEEK 6 October 1 Models for Neighborhood Analysis**

Readings:

* Fellin, P. (1995). The community and the social worker. Itasca, IL: F. E. Peacock Publishers, Inc. Chapter 5.*

*Rothman, J., Erlich, J. and Tropman, J. (2001). Understanding American Communities. In *Strategies of Community Intervention*. CA: Brooks/Cole.

*Figueira-McDonough, J. (2001). Chapter 2 Dimensions of Communalism . In *Community analysis and praxis: Toward a grounded civil society*. Philadelphia, PA: Brunner-Routledge.

No Class October 8 Yom Kippur

*****WEEK 7 October 15**

Assessing and Documenting Community Assets and Needs/Community Data

Readings:

Hardcastle, Chapters 6 and 7

*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* (pp. 1-10). Chicago, IL: ACTA Publications.

*Siegel, L. M., Attkisson, C. C., & Carson, L. G. (2001). Need identification and program planning in the community context. In Tropman, J. E., Erlich, J.L., & Rothman, J. *Tactics and techniques of community intervention*. (p 105-129). Itasca, IL: F. E. Peacock Publishers, Inc.

Case Study # 1 Due

*****Week 8 October 22 Strategies and Tactics/ Community Intervention**

*Hardcastle, D. Chapters 5 and 8

*Netting, F. E., Kettner, P. M., & McMurty, S. L. (2001). Selecting appropriate tactics. In Tropman, J. E., Erlich, J.L., & Rothman, J. *Tactics and techniques of community intervention*. (p. 85-99). Itasca, IL: F. E. Peacock Publishers, Inc.

WEEK 9 October 29 Locality Development and Social Planning

Readings:

Chaskin, Chapter 1

*Weil, M. (2005) *Social Planning with Communities: Theory and Practice* in Weil, M. (Ed.).(2005). *The handbook of community practice*. Thousand Oaks, CA: Sage Publications.

* Delgado, M. (2000). Chapter 5 Guiding principles for Community Capacity Enhancement. In *Community social work practice in an urban context*. New York: Oxford University Press. (from April 10)

Mattessich, P. and Monsey, B. (2001). *Community building: What makes it work? A review of factors influencing successful community building*. Saint Paul, MN: Amherst H. Wilder Foundation.

Kingsley, G. T., McNeely, J.B., and Gibson, J.O. (1997) *Community building: Coming of age*. Washington, D.C.: The Urban Institute. Available at:
http://www.urban.org/uploadedpdf/COM_BLDG.PDF

First Group Presentation on Neighborhood

*****WEEK 10 November 5 Community Organizing and Social Action**

Chaskin, Chapter 4

Hardcastle, Chapters 13 and 14

Film: Saul Alinsky

WEEK 11 November 12 Organizational Development and Leadership

Readings:

Chaskin, Chapter 2, 3

Hardcastle, Chapter 9, 10

Case Study #2 Due

*****WEEK 12 November 19 Collaboration and Networking**

Chaskin et al, Chapter 5

November 26 NO CLASS HAPPY THANKSGIVING

WEEK 13 December 3 Wrap Up

Chaskin et al, Chapter 6

Final Presentations

Final Paper Due December 7th 6pm