

WIDENER UNIVERSITY
Center for Social Work Education
SYLLABUS

SW 315 –ORGANIZATION AND COMMUNITY INTERVENTION
SPRING 2011

<u>Instructor</u> Dr. Marina Barnett 224 Bruce Hall	<u>Phone</u> W: 610-499-1136 E-mail: mc Barnett@mail.widener.edu	<u>Class Time and Location</u> ACN 267B Thurs 11:00am – 1:30pm
Office Hours: Wed. 9:00 – 10:30 a.m.; 2:00 – 2:30 p.m. Thurs. 9:00 – 10:30 a.m.; 2:00 – 2:30 p.m.		

COURSE DESCRIPTION

This course is designed to prepare students for generalist social work practice with organizations and communities. This course builds upon the student’s conceptual base and skills developed in SW 310 – Individual, groups and Family Intervention, by applying the application to macro practice. Students will develop a fundamental understanding of the knowledge, values and skills in organizing, planning and facilitating macro practice. This course will also introduce students to community needs assessments, inter and intra agency collaboration, community organizing, and analyzing human service organizations. Students will examine the influence of diversity on the helping process with regard to organizations and communities, and further develop their understanding of the role of social work values and ethics in the development of a professional identity. A major focus of this course will be on the service-learning component in which students will gain hands-on experience in the community. Our focus this semester will be to work with Greener Partners to develop the SOL Food Project. The objectives of this course will be achieved through field experiences, lecture, class presentations and discussions, guest speakers, reading and writing assignments, and experiential exercises.

SOL Food Project Overview

The First Congressional District, which includes the city of Chester, has recently been named the second hungriest district in the nation. In 2010, the SW315 course participated in a process of mapping the city’s food resources to demonstrate the scarcity of fresh fruits and vegetables in the city of Chester. Our data reveal that the city of Chester can be categorized as a “food desert” due to the distance city residents have to travel to purchase fresh produce and other nutritious groceries. Additionally, the data reveal only one location in the entire city that offers fresh produce. In most neighborhoods, the only available food resources are convenience stores which sell mostly packaged food and little, if any, fresh food.

Studies have shown that throughout the U.S., the lack of access to fresh, nutritious food negatively impacts the health of urban residents and causes diet-related diseases such as obesity, diabetes and cardiovascular

disease. But when healthy, affordable foods are available in underserved areas, residents make better choices about what to eat and ultimately their improved health can lead to neighborhood revitalization.

Access to fresh fruits and vegetables is a social justice issue. For that reason, we are partnering with Greener Partners to develop the SOL Food program. The SOL Food Project's goal is to inspire youth to be part of the solution in changing Chester's unhealthy food system. The SOL Food Project is built on the premise that youth should be leaders in moving our food system forward by increasing community members' knowledge about and access to good food.

The SOL Food Project will address Chester's unjust food system by training youth to be community leaders in the areas of organic gardening and wellness. Through growing, cooking and eating good food together, we aim to inspire Chester youth to build a more sustainable future for themselves and their communities.

Greener Partners' Hillside Farm in Media, Pa. is less than ten minutes from Chester. This summer, ten Chester youth will spend six weeks at Hillside Farm, learning what it takes to grow the food we eat. They will work alongside farmers and farm educators as they seed, transplant, weed, mulch and harvest. The youth will also make simple recipes using produce they have just harvested and they will learn the nutritional benefits of the recipes they make. Finally, SOL Food participants will gain job and social skills as they assist in operating a mobile CSA to bring fresh produce into the Chester community.

Our class will be involved in the development of this project by conducting a needs and strengths analysis in the Chester community. In collaboration with the community partner, students will develop research protocols and lead focus groups with youth and adults in the Chester community to determine the scope and content of the six week summer session. Finally, the students will travel to Harrisburg on March 29, 2011 to participate in an advocacy effort to educate local legislators on the benefits of encouraging businesses to offer healthy alternatives in underserved areas.

COURSE OBJECTIVES

1. To develop an understanding of the value base, code of ethics, and history of social work practice with human service organizations and communities.

Curriculum Objective B1, B2, B6

2. To develop the ability to identify ethical issues that arise in working with human service organizations and communities.

Curriculum Objective B1, B6, B7A, B8

3. To understand the influence of community processes on human behavior and development.

Curriculum Objective B4.

4. To demonstrate the ability to assess the strengths and needs of a particular organization and community.

Curriculum Objective B7A.

5. To develop the ability to incorporate critical thinking skills in assessing human service organizations and communities within the context of social and economic justice.

Curriculum Objectives B3, B6, B8.

6. To develop the ability to utilize research findings and theoretical concepts in working with organizations, and communities, while increasing the students' familiarity with the historical context of the city of Chester, and gaining new perspectives on their community
Curriculum Objective F2, F4, F8, F9.

7. To develop an understanding of the ways in which social work interventions with human service organizations and communities can be utilized to advocate for oppressed and disadvantaged populations and in service to the promotion of social justice.
Curriculum Objectives B3, B5, B6, B7A

8. To develop the ability to apply a generalist social work perspective in their work with various social systems including communities and organizations.
Curriculum Objective B7A, B6, B11.

9. To demonstrate ability to work with diverse and special populations in the context of social work practice with human service organizations and communities.
Curriculum Objectives F11, F12

10. To understand the current impacts of social policies upon communities, community members and the delivery of services by human service organizations
Curriculum Objectives B2, B5.

REQUIRED TEXTS

Netting, Ellen F., Kettner, Peter M., McMurtry, Steven L., (2004). Social Work Macro Practice, 3rd Edition, Longman: New York

Required readings on service learning methods identified to each class session (Widener Library ER)

COURSE GRADING

Community Demographic Assessment	Feb. 17, 2011	30%
Service Learning Assignment Project	April 21, 2011	50%
NASW Lobby Day	March 29, 2011	10%
Class Attendance/Participation		10%

Total		100%

COURSE ASSIGNMENTS

Class Exercises: Exercise # 1: (Defining Your Own Community) **B1, B2, B3, B4, B8, B11, B12**

* Write the name of the community that you belong to, or identify with (your community during high school experience):

- * What type is your community (industrial, residential, service, commercial) Or a combination of:
- * What are the demographics of your community:
 - Population
 - Income per capita \$
 - Racial make-up
 - Socioeconomic (Poor- middle- upper class)
 - Political affiliations
- * Identify, in your opinion, some of the dominant values that are shared with people in the community.
- * Describe the distinguished/unique characteristics of your community.
- * Briefly, discuss some of the historical background of your community.
- * Assess the nature of interaction (communication) among different racial groups in your community.
- * What is the political structure (representation) in your community (county- city council etc..).
- * Identify the major institutions (organizations) in your community (factories- hospitals- attraction sites).
- * Describe some of the problems that your community deals with and what may be the factors contributing with these problems (unemployment- substance abuse- teen pregnancy etc.)
- * Identify some of the methods (strategies) that the community uses to deal with these problems.
- * Identify some of the formal - informal organizations in the community that are involved in dealing with these programs.
- * Describe, in your opinion, what is the prospect of your community.
- * Reflect on this exercise and identify some issues that you may want to add in relation to defining your community. (General comments).

- **Asset Mapping Food Resources and Development of SOL Food Project:** Students will be divided into smaller groups to work on this project. Thursday class time will be dedicated to complete to work on the project in the community. Students will complete a series of reflective exercises that demonstrate an understanding of the course readings and exercises. Students will also be responsible for participating in at least one workshop with the community partner. The Greener Partners program offers a series of “Seed to Snack” workshops with youth in the Delaware and Philadelphia area. A calendar will be made available in the beginning of the semester.
- **Class Attendance and Participation** is expected and will be determined by the time each group spent working on the project in the community.

POLICIES

1. Attendance

The grade for this course will be based on a combination of the assignments and the mid-term exam. **Missing three (3) or more classes** in a semester without an approved excuse may result in the failure of the course, and or having the grade reduced by one letter grade at the discretion of the instructor. Additionally, lateness may result in a poor overall performance, lowering of the grade (one grade level) and is not acceptable behavior. **Students are responsible for all information covered when absent from class.** Films will not be re-shown by the instructor and personal films will not be lent out.

2. Class Preparation & Class Participation

It is expected that students will complete the assigned readings *before* each class and come prepared for class discussion. Everyone has something meaningful to contribute to the class. It is a joint effort. You are expected to complete the assigned readings and come to class prepared to discuss what you have read. This may mean taking some notes that will refresh you memory. What thoughts came to mind as you read? What did you like or not like about the readings? What were the important issues in the readings? With what points did you agree or disagree? Did you learn anything from the readings? If so, what did you learn? If not, why not? In what ways do the readings relate to current times and your experiences?

3. Professional Behavior

All BSW students are expected to display professional standards of behavior at all times. This includes in the classroom, in the field, and on campus. Based on the National Association of Social Workers (NASW) *Code of Ethics* (1999), “professional standards of behavior” means that we, as social workers, behave in a trustworthy manner. *The Code of Ethics* states:

“Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated”.

Respectful, responsible and appropriate interactions in the classroom, in the field, and on campus are expected at all times. In other words, while in class you are 1) expected to turn off all cell phones, pagers, etc., 2) sit up, take notes, and participate, and 3) be respectful to your peers, your instructor, and yourself.

4. Incompletes

An incomplete is not a student's right. You must request an incomplete based upon significant reasons. Please note that it is within the discretion of the instructors to grant or refuse a request for an "incomplete". You and the instructor will arrange a realistic date for submission of outstanding work. If you do not adhere to the arranged due date, you will receive an "F" for this assignment.

As incompletes are pre-established arrangements between professor and student, DO NOT SIMPLY IGNORE YOUR OUTSTANDING WORK.

5. Lateness of Assignments

Assignments handed in late can be degraded by one letter grade at the discretion of the instructor. Also the instructor reserves the right to refuse to accept any assignment that is more than a week (7 days) late which will result in a zero or failure for that assignment as well as lowering your cumulative grade for the course.

Students must make every effort to hand the assignments in on time when they are to be collected by the instructor. It is also the students' responsibility to always have more than one typed copy of the assignment on hand in the event that either party misplaces it.

6. Standards For Academic Integrity

Students must adhere to the Widener University policy on Academic Integrity as written in both the *Widener University Undergraduate Bulletin (2006-2007)* and the *Undergraduate Student Handbook (2006-2007)*. The standard clearly outlines the fact that cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy and gives the penalties for any such violations. Students are advised to utilize the *Publication Manual of the A. P. A. 6th edition (2009)*. *Washington, D.C: American Psychological Association* as a resource for correct citation. In addition, it is a violation of the standards of academic integrity to either use or submit the paper of another student in order to complete the writing assignment(s) in a course. It is the responsibility of the student to be familiar with the Standards for Academic Integrity as outlined in both the *Widener University Undergraduate Bulletin (2006-2007)* and the *Undergraduate Student Handbook (2006-2007)*.

7. Americans With Disabilities Act (ADA)

If you need accommodations to maximize your learning needs in this class, please express those needs to the faculty member and/or ENABLE Counseling Services offered at Widener.

COURSE OUTLINE

Week 1: No Class
1/13/2011 McKibbin, B. (2008) [Where Have All the Joiners Gone? | Bill McKibben | Orion Magazine](http://www.orionmagazine.org/index.php/articles/article/2874/), March/April.
<http://www.orionmagazine.org/index.php/articles/article/2874/>

Week 2 **Introduction to the course and review of the Syllabus**
1/20/2011 **SOCIAL WORK WITH MACRO-PRACTICE ISSUES**
The Concept of Service-Learning

Netting et al., (2004): Social Work Macro Practice.
Ch. 1 "An Introduction to Macro Practice in Social Work" pp. 3-11. **B7A**

Jacob, B. (1996). Service-Learning in today's higher education (Chapter 1). In B. Jacob & Associates. Service learning in higher education. San Francisco: Jossey-Bass Publishers.

Week 3 **Special Presentation**
1/27/2011 **Laura Sattler, Field Practicum**

Week 4 **Special Presentation**
2/3/2011 **Rev. Jim Ley/Chester Tour**

Week 5 **Special Presentation**
2/10/2011 **Rev. Jim Turner/ Chester Tour**

Week 6 **A Historical Perspective on Macro Practice**
2/17/2011 **Understanding Communities**

Chapter 2 (Netting, et al.,). The Historical Roots of Macro Practice **B2**
Chapter 4 (Netting, et al.,) Understanding Communities

Itzhaky, H., & Bustin, E. (2002). Strengths and pathological perspectives in community social work. *Journal of Community Practice*. 10(3): 61-73. **B7A**

(Service learning Project Starts)

Exercise #1 (Defining Your Own Community) B1, B2, B3, B4, B8, B11, B12

Week 7 **Ethics in Macro Practice**
2/24/2011 **The Concept of Service Learning**

Chapter 1 (Netting, et al.,). The Foundation of Macro Practice pp. 14- 31. **B7A**

Carlton, L. (1999). African American social work pioneers' response to need. *Social Work*, 44(4): 311-321. **B1, B2, B12**

McCarthy, M. (1996). One-time and short-term service learning experience (Chapter 5). In B. Jacob & Associates. *Service Learning in Higher Education*. San Francisco: Jossey-Bass Publishers.

Week 8
3/3/2011

Spring Break

Week 9
3/10/2011

Issues in Planning a Change
Collaborative work with communities

Chapter 3 (Netting), Understanding the Community Organization Problems. **B7A**

Andrews, J. (1997). Helen Hall and the Settlement House Movement's response to unemployment: Reaching out to the community. *Journal of Community Practice*, 4(2):65-75. **B2, B3**

Gugerty, C., & Swezey, E. (1996). Developing campus-community relationship (Chapter 4). . In B. Jacob & Associates. *Service Learning in Higher Education*. San Francisco: Jossey-Bass Publisher

Week 10
3/17/2011

Social Work Practice with Communities.
Community Needs Assessment
(The development of a service- learning project Objectives)

Exercise #2 (Community Needs Assessment) B1, B4, B8, B9, B12

Sylvia Marti-Costa and Irma Serrano-Garcia. (1995). Needs Assessment and Community Development: An Ideological Perspective. In Rothman, J. et.al. (eds.). *Strategies of Community Intervention*. 5th Edition. Itasca: F.E. Peacock Publishers, Inc. pp. 257-275. **B4, B9, B11, B12**

McEwen. M. (1996). Enhancing student learning and development through service learning (Chapter 3). In B. Jacob & Associates. *Service learning in higher education*. San Francisco: Jossey-Bass Publisher.

Mintz, S., & Hesser, G. (1996). Principles of good practice in service-learning (Chapter 2). In B. Jacob & Associates. *Service learning in higher education*. San Francisco: Jossey-Bass Publisher.

Week 11
3/24/2011

Working from the Community Strength Perspective
Identify Areas for Community Practice and Change

(Creating a contact with Groups and Organizations within the community)

Chapter 1 (Poulin & Contributors, 2000) Strength-Based Generalist Social Work Practice. F.E. Peacock Publishers **B7A**

Chapter 5(Netting) Understanding Communities
Chapter 6 (Netting, et al.,) Analyzing Communities **B7A**

Week 12
3/31/2011 **Harrisburg Lobby Day March 29, 2011 No class on Thursday**

Week 13
4/7/2011 **Models for Community & Organization Change
Review of plans and receive consultation)**

Chapter 9 (Netting) Building Support for the proposed Change
Chapter 10 (Netting) Selecting Appropriate Tactics **B6, B7**

Week 14
4/14/2011 **Intervention in Communities and Organizations**

Chapter 11 (Netting, et al.,) Planning, Implementing, Monitoring, and Evaluating the Intervention. **B7A**

Colby, I. (1977). Transforming human service organizations through empowerment of neighbors. *Journal of Community Practice*, 4 (2): 1-12. **B6, B7A**

Week 15
4/21/2011 **Groups Meeting to reflect on Service learning activities
(Feedback and assessment)**

Edelman, I. (2001). Participation and service integration in community-based initiatives. *Journal of Community Practice*, 9 (1): 57-75. **B5, B7A**

Week 16
4/28/2011 **Collect information and analyzing data**

The use of Qualitative and Quantitative Research Methods in analyzing organizations and communities.

Ball, K., Wadley, V. & Roenker, D. (2003). Obstacles to implementing research outcomes in community settings. *The Gerontologist*, 43 (1): 29-36. **B7A, B9**

BIBLIOGRAPHY

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- Bailey, Darlyne & Koney, Kelly. (November, 1996). Interorganizational community-based collaboratives: A strategic response to shape the social work agenda. *Social Work*, 41 (6): 602-610.
- Beckhard, Richard & Harris, Reuben (1987). *Organizational transitions: Managing complex change*. 2nd. ed. Reading: Addison-Wesley Publishing Co.
- Bischoff, U., & Reisch, M. (2000). Welfare reform and community-based organizations: implications for policy, practice and education. *Journal of Community Practice*, 8(4): 69-91.
- Breton, M. (2001). Neighborhood resiliency. *Journal of Community Practice*, 9(1): 21-36.
- Castelloe, P., Watson, T., & White, C. (2002). Participatory change: an integrative approach to community practice. *Journal of Community Practice*, 10(4): 7-31.
- Castex, Graciela M. (1994). Providing services to Hispanic/Latino Populations: Profiles in diversity. *Social Work*, 39 (3): 288-296.
- Coulton, Claudia, J. (1996). Poverty, work, and community: A research agenda for an era of diminishing federal responsibility. *Social Work*, 41 (5): 509-519.
- Cox, E. (2001). Community practice issues in the 21st century: questions and challenges for empowerment-oriented practitioners. *Journal of Community Practice*, 9(1): 37-55.
- Devore, Wynetta & Schlesinger, Elfriede. (1991). *Ethnic sensitive social work practice*. 3rd. Edition. New York: Macmillan Co.
- Dluhy, Milan. (1990). *Building coalitions in the human services*. Newbury Park: Sage Publications.
- Edwards, Richard, L. & Yankey, John A. (1991). *Skills for effective human services management*. Silver Spring: NASW Press.
- Feil, Naomi. (1992). Revised with Vicki de Klerk-Rubin. *V/F validation: The field method: How to help disoriented old-old*. Cleveland: Edward Feil Productions.
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- Wallerstine, N., Duran, B., & Aguilar, J. (2003). Jemez Pueblo: Built and social-cultural environments and health within a rural American Indian community in the Southwest. *American Journal of Public Health*, 93(9): 1517-1518.

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