Course Description
This course prepares students to engage in integrated practice focused on working with community and social systems to support individual, family and community functioning. It builds on practice methods presented in the foundation elaborates how social workers can work in partnership with community and social systems. Special emphasis will be placed on conducting this work in a multicultural context and on enhancing the well being of vulnerable and oppressed populations and communities.

Course Objectives
On completion of this course, students will be able to:
1. Demonstrate an understanding of how community and social systems can play a role in improving the well being of individuals, families, organizations and communities;
2. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice;
3. Describe how the gender, racial, religious, economic or other characteristics of a community affect the needs and assists to be mobilized in practice;
4. Demonstrate skills for engaging community systems and encouraging the participation of community members;
5. Identify how social work ethics and values can guide practice with community and social systems.

Relationship to Four Curricular Themes
1. Multiculturalism and Diversity: This course will focus on ways in which the characteristics of individuals, families and communities will drive the approach to practice. Therefore, the themes of diversity and multiculturalism will be addressed throughout the course. This will include attention to race, gender, ethnicity, religion, age, disability, economic status, and sexual orientation.
2. **Social Change and Social Justice**: This course will focus on methods for increasing community participation and empowerment. Therefore, the themes of social change on multiple levels toward the goal of social justice are central to this course. Special attention will be paid for developing methods that are democratic, participatory and focused on equity and equality.

3. **Promotion/Prevention/Treatment/Rehabilitation**: This course will consider how community and social systems can be mobilized toward promotion, prevention, treatment or rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention of mental illness, the treatment of mental distress or the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

4. **Social Science and Social Research**: Community and social systems practice is supported by research that suggests that well being is enhanced by the involvement of social supports and social networks. This course will be based in social research that guides this practice. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

**Relationship to PODS Content**
Social Work 697 is one of the concentration courses designed to provide intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS). Materials on these four themes are woven in to the four curricular themes described above and are integral aspects of course readings, assignments, activities, and exercises. Methods for developing and implementing practice that addresses the PODS content are a major emphasis of Social Work 697.

**Course Responsibilities**
This course will cover practice methods for working with multiple social systems to promote well being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with formal and informal social systems in communities such as schools, neighborhood associations, self-help organizations, community centers and faith based organizations. Emphasis will be placed on ways in which different levels of practice -- including interpersonal, organizational, community, and policy -- can be involved in this kind of work. Under girding all of these levels is a focus on methods for encouraging community participation and empowerment.
Assignments

Assignment 1.

Newspaper article and Letter to the Editor: The first assignment is to bring a newspaper article and your corresponding Letter to the Editor to class regarding any aspect of social work practice with community and social systems that you read about and responded to during the semester. You may collect the article(s) at any time throughout the semester, but, bring them to the class on March 8. Students should be prepared to summarize the article for the class, and discuss it’s relevance to any of the course objectives. Staple the article to a copy of the Letter to The Editor that you wrote in response to the original newspaper article. You may also staple a copy of your published Letter to the Editor.

Assignment 2.

Group Assignment: In our second or third class session you will sign up for a group project that will work on a focused community skill. You will form groups of 3 persons according to your prioritized selection of community and social systems skills identified in the Skills Handout. Each small group will develop 3 products:

1. 20 minute class presentation regarding your selected skill.
2. an outline of your presentation
3. bibliography corresponding to and supporting your presentation.

In developing your bibliography, library research and the use of references beyond the textbooks and handouts are required. You are encouraged to use the Internet and to cite material from at least two different internet sources. The majority of your bibliographic references are to be from books and journals

Group assignments are due and presentations will occur during class on April 12.

Assignment 3

Case portfolio: In order to integrate the course content with your field placement experience, the focus of this assignment will be to assess and document what you learned from one “case assignment” you are working on in the field. Your portfolio should include reflective essays, documents from your organization, written products related to the case, etc. This case can be an individual, family, group, or community or policy project. The portfolio should be turned in a 3 ring binder with dividers for each section.

Part 1 will be due February 15. Part 2 will be due March 29. Part 3 will be due April 19.
Part 1: Provide some background and context for the case. This should include the following:

- A brief description of your organization: where it is, what it does, who it works with, your role within it;
- A brief description of this case assignment and why you were assigned to it;
- How you view the central problem, issue, or situation this case presents. Who is defined as the ‘client’? Provide a brief review of some literature related to this particular case;
- How you view your role in relation to the case: How involved will you be? Who else will be working on this case and how you will work together.
- Provide a learning goal for this case: what do you hope to gain?

Part 2: Provide an assessment of this case. Use at least two assessment tools you learned in this class or SW 560 or 521. Please include copies of the genogram, logic model, ecoc-map, force field analysis, GIS map, etc. that you use in the assessment process. The assessment should include the following topics:

- A description of the client system;
- How the client system views the situation and how the situation has been handled in the past;
- The major strengths or resources of this client system;
- How issues of gender, ethnicity, race, age, sexual orientation and other identities impact on this case
- Identify the impact of power and oppression on this client system
- Identify the tentative “goals” and “objectives” for working on this case.
- Evaluate your progress thus far on your learning goal?

Part 3: Describe and analyze your work on this case. This should include the following:

- A discussion of your progress on this case: who has been involved? How did you engage the client and other systems?
- What strategies or methods did you use? How effective were they?
- What have you accomplished so far?
- What did you learn in relation to your learning goal?
- What have you learned about CSS practice from working on this case?

Class Participation:

Each week we will engage in group activities and discussion, therefore attendance is very important. Students are expected to attend every class session, be on time, and participate in discussions and group exercises. Class participation will be graded based on the self-assessment form that is at the end of this course outline.
Grading:

Class Participation - 10% of your grade.

Newspaper article and class presentation – 10% of your grade

Case portfolio – 60% of your grade

Group assignment and class presentation – 20% of your grade

A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be averaged and translated into letter grades using the following formula:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
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<tr>
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<td>91-93</td>
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<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>&lt;69</td>
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<td>(no credit)</td>
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Papers will be graded using the following criteria:

a) The quality of the analysis and depth of understanding of the concepts, ideas, and information presented.

b) The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts.

c) The appropriate use of references and resources, and the variety of resources referenced.

d) The use of proper grammar and the over-all professional presentation of the paper.

Grading Criteria for the Course

Each written assignment will be given a letter grade. The criteria I use are as follows:

A or A-
Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.

B+
Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

B
Mastery of subject content at level of expected competency – meets course expectations

B-
Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

C or C-
Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

E
Student has failed to demonstrate minimal understanding of subject content.
Readings

Readings for this course have been selected very carefully to reflect community and social system practice. Students should come to class having read the material and prepared to discuss and work with what has been covered. Some classroom exercises have been developed to synthesize and apply the readings to practice.

Required:
A coursepack is online at http://mirlyn.lib.umich.edu/F/?func=file&file_name=find-b

Housekeeping
Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Religious Observances
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Electronic Devices
In consideration of your classmates and your own learning please turn off all cell phones and pagers during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.
COURSE SCHEDULE

Session 1: January 11, Introduction and Overview

Activities
Introductions
Overview of course and requirements
Defining community and social systems practice
Skills Presentation Options -handout

Session 2: January 18

Activities
Community Compact: an experiential exercise.

Readings
Adams and Nelson (text) Part 1: Chapters 1, 2, and 3. Context of Community and Family Centered Practice pp. 19-85
Delgado (text) Chapters 1-3 (introduction, urban communities, caring and helping), pp 1-46

Session 3: January 25, Principles of Community and Social Systems Practice Methods

Activities
Review assessment tools and skills you learned in SW 560 or 521:

- Flow-charts, force field analysis, nominal group technique, eco-mapping,
- community needs and strengths assessment, utilizing frameworks of ethical and policy analysis to name a few.

Form groups and select additional skills for class presentation.

Video – Back from the Brink (Gaylord)

Readings
Delgado (text) Chapter 4 – principles and strategies, pp 47-67
Gutierrez: Chapter 1

**Session 4: February 1, Entering and Engaging with Communities and Social Systems**

**Activities**

Engaging exercises

Video – Sol Alinsky, The Democratic Promise or Dudley Street Initiative

**Readings**

Adams and Nelson, chapter 11  
Delgado, Chapter 10  
Gutierrez: Chapter 6  

Handout Community Treasure Hunt

**Session 5: February 8, Scanning and mapping methods for community and social systems: Assets and needs**

**Activities:**

Participant Observation/Community Treasure Hunt

**Readings**

Delgado, chapters 6, 7 & 8  

**Session 6: February 15, Scanning and mapping methods for community and social systems: GIS systems**

**Activities**

Presentation regarding Information and Referral (2-1-1)

**Readings**

Adams and Nelson, chapter 12  
Delgado, Chapter 9  
Gutierrez, Chapter 11
Case Portfolio part 1 is due

**Session 7: February 22, Assessing community conditions**

**Activities**

Presentation on Human Services Collaborative Council

**Readings**

Adams and Nelson (text) chapters 4 and 5, and 13

Delgado, Chapter 5

There is no class March 1 during spring break.

**Session 8: March 8, Developing critical consciousness**

**Activities:**

Presentation of newspaper articles and Letters to the Editor

Video – The GI Bill, or The Dudley Street Initiative, or In their Own Words

**Readings:**

Gutierrez, Chapters 2, 4, and 5


**Session 9: March 15, Group facilitation skills**

**Activity**

Video – Becoming Good Neighbors or Back from the Brink or Dudley Street Initiative

**Readings:**

Gutierrez, Chapter 3
Community toolbox (http://ctb.ku/)


Session 10: March 22, Education, Skill Development and Self Help

Activity

Field Trip – Beacon Schools

Readings:
Adams Nelson, Chapters 7 and 8 pp.145-174
Gutierrez, Chapters 5 and 8

Session 11: March 29, Identifying and Securing Resources

Activity

Blueprint for Aging

Readings:
Gutierrez, Chapters 9 & 10
Delgado, Chapter 11

Case Portfolios: Part 2 due

Session 12: April 5, Changing community conditions through coalition building

Activities: Plan to End Homelessness – Francine Alexander

Readings

Gutierrez, Chapter 7
Community Tool Box: Creating Coalitions and Partnerships, http://ctb.ku.edu/tools/coalitions/create/narrativeoutline.jsp
Session 13: April 12, Evaluating community and social systems practice

Activities:

Group Presentations of Skills

Readings:
Delgado: 12 & 13
Gutierrez: 12 & 13

Session 14: April 19, Last class

Part 3 of the Case Portfolio is due.

Activities

Review and evaluate the course
Guidelines for Evaluating Your Own In-Class Participation

Successful social work practice is almost always a collaborative activity. Participants in are often volunteers who may be new to the process and who learn “on the job, often from others they work with. Much of what you learn in this class is also likely to derive from your own participation and your interaction with other students. You will contribute to your own learning and to theirs by the questions and comments you make in class, the way in which you make formal presentations, the leadership you undertake in your working groups and the way you contribute to the other working groups.

You may use the following criteria to evaluate your own in-class participation. Alternatively, you may prefer to write a brief, one-page essay (400 words or less) that indicates how you would grade your own participation and why.

Your Name________________________________ Score Yourself 1-10

1. I read the assignments in advance of class, thought about them and came ready to ask questions or to integrate new info. ______

2. I took initiative for raising issues in class that I think benefited others, brought in news clippings or other useful materials to share. ______

3. I played a leadership, facilitative or otherwise active role during in-class exercises and small group activities. ______

4. I did my share and more as a member of my assignment team. ______

5. I played a constructive role and assumed my share of responsibility and more as a member of the class. ______

6. I attended all class sessions. ______

7. Other (describe) ____________________________________________

Add up your five highest scores for your total score _______