Course Description:

This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks. This course will build on practice methods presented in the foundation and platform methods courses and give special attention to partnership, strengths based, and empowering models of practice. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities.

Course Objectives:

Upon completion of the 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 assets 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 of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* will be addressed throughout this course through a focus on the ways in which the characteristics of individuals, families, and communities drive the approach to practice. This will include attention to race, gender, ethnicity, religion, age, disability, economic status, and sexual orientation.
• **Social Justice and Social Change** will be central to this course on multiple levels. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

• **Promotion, Prevention, Treatment, and Rehabilitation** will be covered by considering how community and social systems can be mobilized toward promotion, prevention, treatment, and 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, and 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.

• **Behavioral and Social Science Research** will form the basis of this course and will guide practice in working with community and social systems. For example, 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. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

**Course Responsibilities:**

**Course Content**
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 the primary and secondary mediating and community support structures in communities, such as schools, CSOs, 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 practice, can be involved in this kind of work. The focus of this practice will be on systems ranging in size from individuals to communities and/or national organizations.

Specific practice methods to be covered will include techniques for conflict resolution, aspiration, advocacy, and service coordination; conducting community outreach and education; convening and working with community committees, coalitions, and planning boards; organizing and facilitating mutual aid and self help groups; and collaborating with communities to develop local programs and services. Undergirding all of these methods will be a focus on methods for encouraging community participation and empowerment.

**Course Format**
This course will use a seminar format to facilitate maximum participation. Specific reading assignments will be drawn from the reading list (course pack or Web), and students will be expected to discuss these in class. Supplemental readings accompany each session to aid in more in-depth subject understanding and as support for student presentations. Guest speakers will be invited to bring experiential underpinnings to the
subjects at hand. There will be an independent essay, a “take home” mid-term exam and a group project/presentation.

Course Assignments

I. Due January 19, 2001 at noon. This personal reflection essay should be a vision of how you see applying the skills and values you have learned here at the School of Social Work in your career in community. Two specific sources should be used to frame this reflection: first, from your Course Pack, Ryan, et al, “Aligning Education and Practice…”and second, in order to embrace multiculturalism, attendance at at least one Martin Luther King Day event. No more than 5 (five) double-spaced pages.

II. Due March 15, 2001 at 5:00 PM. This “take home” mid-term will cover all of the assigned readings, lectures and class discussions, to date.

III. Group project/presentation. Spread across the last third of the course will be group project/presentations. The topics and delivery dates will be listed below. Each group will: a) submit a 15-20 page paper, double-spaced, excluding bibliography and appendix, and b) on the assigned date, present your findings and lead a class discussion for 45 minutes.

Grading Criteria
A 100-point system will be used. At the end of the term, the numerical grades earned for each assignment plus class participation will be added and translated into letter grades using the following formula:

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The points will be distributed on the following criteria:

- Class Participation: 30 points (midway grade announced 3/19/01)
- Reflection Essay: 10 points
- Mid-Term: 25 points
- Group Paper: 15 points
- Group Presentation: 20 points

Group Project/Presentation
Drawing upon concepts discussed in class, your group paper and presentation will analyze in depth either a specific community service delivery system or a crosscutting requirement or impact on community systems. Your analysis should be based upon assigned class readings (including Supplemental) and additional literature related to your topic. You are encouraged to make personal contact with persons engaged with the service delivery system and to use the resources of the Internet to obtain current material. Summarize descriptive information so that you can focus on analysis; lengthy descriptive material should be included in an appendix. Attached to this syllabus is list of questions that you can use as a guide for your paper. Give special attention to those questions pertaining to administration, coordination, and accountability. Topics and dates are as follows:
As an alternative to analyzing a particular community service delivery system, your group could select one of the following crosscutting topic areas:

- Leadership and Governance – March 5, 2001
- Information and Knowledge Management – March 26, 2001
- System Outcomes and Accountability – April 2, 2001
- Multi-level Government Implications – April 16, 2001

You are not limited to these topics. Your group may choose a service delivery issue that is of special interest and one where you think you can make a contribution to the field. For example:
- Advances in case management
- Managed care in mental health services-advantages and disadvantages
- How funding influences service delivery
- Deployment of service delivery to neighborhoods
- Mental health services in the schools
- Mental health services in the criminal justice system
- Community needs assessment
- Community asset mapping
- International comparison of SDS
- Serving multi need populations, e.g., homeless mentally ill substance abusers
- Legal issues affecting managed care

We will substitute in the above schedule as appropriate. All topics and dates will be final by January 29, 2001.
Course Schedule:

Monday January 8, 2001                                                    Introductions and Overview

Introductions: Frames and Expectations
Overview of Course and Requirements
Orientation to Community and Social Systems Practice
Dynamics of Our Changing Community Landscape
Session Evaluation

Monday January 15, 2001                                                    MLK Events and Multiculturalism

No Class Session

Readings:

Course Pack
Ryan, et al, “Aligning Education and Practice:…”

Web
Jackson, “New Directions: African Americans in a Diversifying Nation”
MLK Events: www.umich.edu/~oami/mlk/

Supplemental
Delgado (1999), Chapter 1 and 2
Gardner, “Self-Renewal”
James, “Profiting from Diversity” (207-227)
Hesselbein, et al, “Diversity in Community” (71-81)

Assignment:
Events and Essay. See Course Responsibilities, Due: E-mail by Noon January 19, 2001

Monday January 22, 2001                                                    From Silos to Systems

Spotlight Community System: Children and Families
Empowerment Practice
Caseworkers – Trapped by the System
Session Evaluation

Readings:

Course Pack
Felty & Jones, “Human Services at Risk”

Web
CSSP, “Changing Governance…”
Connor & Kadel-Taras, “Let’s Get It Done: Chapter 2”

Supplemental
Delgado (1999), Chapter 4
Gutierrez, Chapter 1
Monday January 29, 2001

Service Integration

Spotlight Community Systems: Children and Families & At Risk Youth

Evolution and Devolution of Services

Service Integration
Social Planning
Session Evaluation

Readings:

Course Pack
Leon, “Family Support Model”
Alexander, “The Impact of Devolution on Nonprofits.”
Nelson, “Found Difficult and Left Untried”
O’Looney, “Beyond Privatization and Service Integration”
Gummer, “Social Planning”

Supplemental
Delgado (1999), Chapter 5
Burt, et al, Chapters 1, 2 and 15
James, “Speeding Up Your Response Time” (104-127)
McKnight, “Regenerating Community” (161-172)

Assignment:

Monday February 5, 2001

Community Systems

Spotlight Community System: Homelessness
Chaos in Current Delivery System
Systems Theory / Approach to Service Delivery
Comprehensive Community Initiatives
Continuum of Care
Individual / System Dynamics
Session Evaluation

Readings:

Web
Aspen Roundtable, “Voices from the Field.”
Finance Project, “Community Systems.”
Collaboratory, “A Systems Approach to Community Improvement”
Collaboratory, “The Toledo Project for a Systems Approach to Homelessness”
Collaboratory, “Profile of the Current Toledo, Ohio Homelessness System”

Supplemental
Delgado (2000), Chapters 2-4
Gutierrez, Chapter 7
Kemp, et al, Chapter 3

Monday February 12, 2001  The Promise of Collaboration

**Spotlight Community System: Child Abuse and Neglect**
Thinking and Acting Strategically

**Range of Strategic Alliances**
Collaboration
Session Evaluation

**Reading:**

*Course Pack*
Bailey and Koney, “Interorganizational … Collaboratives: A Strategic Response”
Bailey and Koney, “Community-Based Consortia”
Mulroy, “Motivation and Reward…”

*Web*
Kingsley, et al, “Community Building: Coming of Age” (1-13)

Supplemental
Bailey and Koney, “Strategic Alliance among Health and Human Services Organizations”
Gray and Wood, “Collaborative Alliances”
Kohm, et al, “Strategic Restructuring”
Spekman et al, “Alliance Competence”
Austin, “The Collaboration Challenge”

Monday February 19, 2001  The Impediments to Collaboration

Spotlight Community System: Welfare-to-Work
Difficulty of Comprehensive Reforms
Appropriations Process v. Holistic Initiatives
Blurring of the Sectors
Multisector Collaboration
Session Evaluation

Reading:

*Course Pack*
Sandfort, “The Structural Impediments…”
Blockson and Buren, “…an Argument for Multisector Collaboration…”

Web

Annie E. Casey Foundation: “The Path of Most Resistance.”

Supplemental

Delgado, Chapter 13
MacDougal, Chapters 8 and 9

Monday March 5, 2001

Collaboration: Don’t Do It Alone

Spotlight on Community System: Teen Pregnancy
Complex Community Problems (Polarity)
Values and Common Ground
Community Support Organization – Roles and Activities
Session Evaluation

Guest:
Nancy Macfarlane, Director: Community Initiatives, United Way of Battle Creek.

Readings:

Web

The Policy Exchange, “Strategies to Achieve a Common Purpose”
Connor & Kadel-Taras, “Organizing Community Work to Reach Solutions.”

Supplemental

Collaboratory: “Comprehensive Community-Based Teen Pregnancy Prevention”
www.comnet.org/Collaboratorycs/pubs.html
Hesselbein, et al, Chapters 14 and 21
Anne E. Casey Foundation: “The Eye of the Storm”
Chaskin, “Defining Community Capacity”
Pew Partnership, “Planned Serendipity”
Wynn, “The Role of Local Intermediary…”

Assignment:
Midterm Exam will be posted at noon March 9th. Due: E-mail by 5:00 PM March 15th.
Monday March 12, 2001              Research and Best Practices

Spotlight on Community System: Homelessness
Developing Case Studies and Best Practices
Mapping a Community System
Delivery System Process Redesign
Conflict Resolution
Permission to Aspire
Session Evaluation

Guest:
Stephanie Kadel-Taras, PhD., Director: Research and Publications, The Collaboratory for Community Support.

Reading:

Web
Finance Project, “Business Process Design”
Collaboratory, “Comprehensive Homelessness System…”

Supplemental
Hammer & Champy, Chapter 6
Angelica, “Resolving Conflict”
Delgado (2000), Chapter 9

Assignment:
Midterm Exam Due: E-mail by 5:00 PM March 15th

Monday March 19, 2001                                Community Leadership and Governance

Midterm Exam Review
Tentative Participation Grades
Distributed Leadership
Servant Leadership
The Wheel of Community Governance
Role of the Community Board
Session Evaluation

Guest:
Robert Guenzel, Washtenaw County Administrator.

Student Project:
Community Leadership

Reading:
Monday March 26, 2001

**Leveraging Community Resources**

**Redeployment and Reinvestment**

**Prevention v. Remediation**

**Management Information**

**Knowledge / Collaborative Technologies**

**Session Evaluation**

**Guest:**

Patricia L. Denig, Director: Operations and Outreach, The Collaboratory for Community Support.

**Student Projects:**

- **Homelessness System**
- **Community Information and Knowledge Management**

**Reading:**

**Web**

- Friedman, “Reforming Finance, Financing Reform.”
- Osten & Weis, “Developing Enabling Networks and Systems of Support.”
- Collaboratory, “Management Information Systems for Collaborative Approaches to Homelessness.”

**Supplemental**

- Dixon, “Common Knowledge.”
- Hesselbein, et al, Chapter 9
- Burt, et al, Chapter 17
Reidy, “Developing an Integrated Administrative Database.”

Monday April 2, 2001  
Systemic Outcomes

Achieving and Measuring Community Outcomes
Program Outcomes v. System Outcomes
Outcome-Based Budgeting
Oregon Option – Performance Partnership
Session Evaluation

Student Projects:
  Outcomes and Evaluation
  Substance Abuse System
  Mental Health System

Readings:
  Web
  Friedman, “From Outcomes to Budgets”
  United Way of America, “Achieving and Measuring Community Outcomes”
  Dyer, “The Oregon Option” (Chapter 4)

Monday April 9, 2001  
Evaluation

Types of Evaluation: Outcome, Process & Impact
Alliance Evaluation
Relationship of Design to Evaluation
Sustainability
Beyond Least Common Denominator
Session Evaluation

Student Projects:
  Teen Pregnancy System
  Senior System
Reading:

Course Pack

Web
Anne E. Casey Foundation, “Evaluating Comprehensive Community Change”

Supplemental
Anne E. Casey Foundation, “Getting Smart, Getting Real”
Delgado (2000), Chapter 12
Gutierrez, Chapter 12
Burt, et al, Chapter 16
Bailey and Koney, Chapter 11

April 16, 2001 Above and Beyond: Influencing Public Policy & Philanthropy

Funder Collaboratives
Grantmaking Strategies
Inter-Connecting Local, State and Federal
Role Clarity: Have United Ways and Local Governments Lost Their Way
National Performance and Results Act of 1993
Session Evaluation

Student Projects:
Community and Multi-Level Government Intervention
Children and Family System

Reading:
Web
Weiss & Lopez, “New Strategies in Foundation Grantmaking for Children and Youth”
Connor, et al, “Funder Collaboratives”
Varchaver, “Can Anyone Fix the United Way”
Laurent, “The Results Act is Dead; Long Live the Results Act”

Supplemental
Brown & Garg, “Foundations and Comprehensive Community Initiatives”
MacDougal, Chapter 11
Winograd & Buffa, “Taking Control: Politics in the Information Age”
Osborne & Gaebler, “Reinventing Government”
Blank, Chapter 7
Chaskin & Abunimah, “A View From the City…”

Thank You
SW-697 Web Reading Index


http://www.cssp.org/kd12.htm

www.comnet.org/collaboratorycs/SW697.html

http://www.aspenroundtable.org/voices/index.htm

http://www.financeproject.org/communitysys.htm

http://www.chapin.uchicago.edu


http://urbaninstitute.org/community/combuild.htm

http://www.aecf.org/publications/path/index.htm


SW-697 Bibliography


SW-697 Course Pack Index


