1. 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.

2. 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 structures 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 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 national or international organizations.

3. 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.

**1. Relationship of this Course to Social Work Ethics and Values:**

This course will address how social work ethics and values can guide practice with community and social systems. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as
confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination. Also, please see objective 5 and the relationship to themes 1 and 2 above.

**Class Assignments and Grading:**

**Group project:**
In the second class session, students will sign up for a working group presentation. That will work on an assessment of a specific dimension of the Southwest Detroit neighborhood. This assessment will utilize multiple methods for community assessment covered in class. Time will be provided each week for student groups to work on the project and “field work” time will be provided during one or more class sessions. The groups will turn in an 8 to 10 page summary of their findings by March 11. Each group will present their findings to the rest of the class scheduling them during the second half of the semester. These findings will be compiled into a report to be shared with our community partners.
Grade 30%

**Case analysis:**
In order to integrate the course content with your field placement experience, the focus of this paper will be on the description and analysis of one case you are working on in the field. This case can be individual, family, group, or community or policy project. You will have three assignments relating to different aspects of community and social systems practice. Each individual paper should be 6-10 pages long including references written in APA format.
Grade 30%

**Group Journals:**
Class will be divided into study groups for the purpose of reflecting on and integrating the readings, field experiences, and classroom activities for the week. The journals will be shared with the rest of the class with groups alternating each week by posting them on a class email group.
Grade 20%

**Class participation:**
Class will start no later than 10 minutes after the hour. Each week we will engage in group participation activities and discussion, therefore attendance is very important. Students are expected to attend every class session and participate in discussions and group activities. Class participation will be graded on the self-assessment form that is at the end of this course outline.
Grade 20%

A+ 97-100   A  94-96   A-  91-93
B+ 87-90   B  84-86   B-  81-83
C+ 77-80   C  74-76   C-  70-73
D  69 (no credit)
READINGS

Readings for this course have been selected very carefully to reflect community and social work practice. Students are expected to come to class having read the materials and prepared to discuss and work with what has been covered. Some classroom activities will be developed to synthesize and apply the readings to practice. Books and a map of Detroit are available at Ulrichs on the corner of S. University and E. University. All books and the course pack will also be placed on reserve at the SW Library. The course pack is available at Excel at 1117 S. University.

Required:

Recommended:
R. Mast (1994). Detroit Lives. Philadelphia; Temple University Press. The prologue and Part 1 of this book are in the course pack. This book has been ordered and will be on reserve for those who would like to read more.

COURSE SCHEDULE

Week 1- Jan 7: Introduction and Overview
  group and individual introductions
  overview of course and requirements
  defining community and social systems

Week 2- Jan 14: Principles of Community and Social Systems Practice Methods
  Activities:
  form assignment groups

Readings:
Adams & Nelson: Part One
Delgado: section One
Gutierrez: Chapter One
Week 3- Jan 21: MLK Birthday
A number of lectures, exhibits, videos, performances and other presentations will be held on campus on January - 31 in memory of Dr. Martin Luther King Jr. A complete listing of these events is on the Web at http://www.mlksymposium.org/. Select at least two of these events to attend and discuss them in your journal.

Readings;
Detroit Lives; Pages 1-66
Course pack:

Week 4- Jan 28: Entering and Engaging with Communities and Social Systems

Readings;
Adams & Nelson: Chapters 11
Gutierrez: Chapter 6 & 7
Delgado, Chapter 9

Week 5 Feb 4: Scanning and mapping methods for community and social systems: Assets and needs

Activities:
Detroit field trip and windshield survey,

Readings:
Adams & Nelson: Chapters 8 & 10
Gutierrez: Chapter 11
Adams & Nelson: Chapter 12

Week 6- Feb 11: Assessing Community Conditions

Activities:
Working sessions on group assignments

Readings:
Adams & Nelson: Chapter 4, 5, and 13.
Week 7- Feb 18: Practice in Dimension One: Developing critical consciousness

Readings:
Gutierrez, Chapters 2 & 4

Case Analysis paper one due; Provide some background and context for your case
A brief description of your organization: where it is what it does, who it works with
Why you were assigned this case
How you view the central problem, issue or situation this case presents.
Provide a brief review of some literature related to this particular case
How you view your role in relation to this case, how involved you will be, who else will be working on this case and you will work together.

Week 8- Feb 25: Spring Break

Week 9- Mar 4: Midterm; Open book review

Community Assessment report due

Week 10- Mar 11: Practice in Dimension Two: Group facilitation skills

Readings:
Gutierrez, Chapter 3
Chapter 16: Group Facilitation and Problem Solving

Week 11- Mar 18: Practice in Dimension Two: Education, Skill Development and Self Help

Readings:
Adams & Nelson: Chapters 9 & 10
Gutierrez, Chapters 5 & 6
Week 12- Mar 25: Practice in Dimension Three: Identifying and Securing Resources
Readings:
Adams & Nelson, 6
Gutierrez, Chapters 9 & 10

Case analysis paper two due; Provide an assessment of this case.
A description of the client
How the client system views the situation and how it has been handled in the past
The major strengths and resources of this client system
How issues of gender, ethnicity, race, age, sexual orientation and other identities impact on this case
List tentative goals and objectives for working on this case

Week 13- Apr 1: Practice in Dimension Four: Changing community conditions Through coalition building

Readings:
Adams & Nelson: Chapters 7, 8, & 14
Delgado: Chapter 11

Week 14- Apr 8: Evaluating community and social systems practice

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

Week 15- Apr 15: Assessing our own learning

Case analysis paper three due; Describe and analyze your work on this case.
Discuss your progress on this case, who has been involved, how did you engage the client and other system?
What change methods did you use, how effective were they
What have you accomplished so far
What have you learned from CSS practice from working on this case

Course statement approved by faculty: 2/19/97.
Course statement prepared by: Lorraine Gutierrez.
(Edited by H. Raschke, 7/22/98).