

COURSE SYLLABUS

SEMINAR IN SOCIAL WORK PRACTICE WITH COMMUNITIES (SWRK 247)	
Spring 2020	Department of Social Work Education California State University, Fresno
Seminar in Social Work Practice with Communities	Instructor Name:
Units: 3	Office Location:
Time:	E-Mail:
Location:	Telephone:
Website: fresnostate.edu/socialwork.edu	Office Hours:

Course description: The course is designed to prepare master's level social work students for autonomous practice of social work intervention with communities. The course is structured to allow students to emphasize specific community intervention approaches, such as traditional electoral organizing, grassroots direct action strategies, or popular political education methodologies, while also providing in-depth grounding in theory and skills which transfer across the boundaries of any intervention approach. Students are also strongly encouraged to develop an understanding of the linkage of community intervention with other social work intervention methods developed within the multi-methods concentration.

Prerequisites for the course: Prerequisites: SWRK 200. Theory and practice of social work intervention with communities.

REQUIRED COURSE MATERIALS

Burghardt, S. (2014). *Macro Practice in Social Work for the 21st Century Bridging the Macro-Micro Divide* (2nd ed.). Thousand Oaks, CA: Sage.

Students:

- You are enrolling into an Immediate Access (IA) course - This means that all or some of the materials are delivered to you digitally through your professor's Blackboard or Canvas system
- All IA communication will be delivered to your Fresno State email account...It is YOUR RESPONSIBILITY to read all communication coming from the Bookstore.

- ALL IA materials are free for the first 10 days of class to all students enrolled - After the 10th day of class, students who did not OPT OUT of the materials will be charged on their student account the cost of the materials. This information can be found in your welcome letter email from the Bookstore. If you didn't receive an email, please contact sguthier@mail.fresnostate.edu
- OPTING OUT means that you DO NOT want the materials delivered digitally and that YOU are responsible to get the materials on your own – usually at a higher cost. If you OPT OUT, your digital access will be revoked.
- THE LAST DAY TO OPT OUT IS JANUARY 31ST. – It is YOUR responsibility to OPT OUT
- DO NOT pay for your materials through Blackboard or Canvas!!! If the link provided requires an “ACCESS CODE” it will be delivered to you in your email from the Bookstore. ALL CHARGES will be billed to your student account.
- Student accounts will be charged by Feb 4th... You will have until Feb 12th to pay on your student account with either online or at Joyal Administration. If you're on financial aid, scholarship or other benefit programs you are still obligated to pay on your account... Please put this money aside.
- If you enroll after the 10th day of class, you will have 24 hours to review the materials and OPT OUT of the program.
- Any questions about the IA program can be directed to sguthier@mail.fresnostate.edu

COURSE SPECIFICS

Social workers have an ethical obligation to participate in the life of communities, both from the perspective of their professional employment within service agencies, but just as importantly, from the perspective of the requirements of public citizenship. Such citizenship demands more than simply the exercise of personal and civil liberties and participation in traditional forms of political life (voting). It demands continuous commitment of lifelong learning about the contradictions inherent in provider dominated service delivery systems, inequitable workplace practices, and escalating cycles of racial/ethnic/class/gender oppression which exists throughout institutions, organizations, businesses, and neighborhoods which support the life of communities everywhere.

Thus for social workers to merely exercise professional judgment within the context of narrow job definitions may not simply be marginal to positive improvements in support of community, but may actually reinforce oppressive structures unless concerted commitments to resist these forces are made. The professional preparation of advanced social workers must therefore explicitly address the knowledge, values and skills necessary to undertake interventive practice in support of community, including the promotion of comprehensive educational goals and learning objectives to accomplish these ends.

Course goals:

1. To provide a comprehensive base of knowledge about contemporary community organization theories, ethical values, models, strategies, and tactics used to develop intervention plans appropriate for working with low-income, culturally diverse, and other marginalized populations. EPAS 2.1.1, PB 1; 2.1.2, PB 2; 2.1.4, PB1; 2.1.7, PB1; 2.1.10c, PB2
2. To promote an understanding of the skill base (both interpersonal and analytical) of social work with communities. EPAS 2.1.3, PB2; 2.1.5, PB2; 2.1.8, PB2; 2.1.9, PB1; 2.1.10a; PB1
3. To provide students with tools and appropriate skills for conducting community assessments, and evaluation of practice. EPAS 2.1.6, PB2; 2.1.8, PB1; 2.1.10b, PB2; 2.1.10d, PB2

Student Learning Outcomes:

- 1.1 Understand competing theories of justice, power and conflict, particularly in reference to multiple forms of discrimination, social and economic oppression, and power disparities affecting women and people of color. EPAS 2.1.7, PB1
- 1.2 Understand and apply alternative definitions of community boundaries including geographic, collective identity, attribute, function, interest, political entity, common social problems, and cultural or ethnic group. EPAS, 2.1.9, PB1
- 1.3 Apply appropriate models of community organization, strategies and tactics to various problem situations. EPAS 1.1.4, PB1
- 1.4 Conduct an analysis of ethical issues associated with models of practice, strategies, and tactics. EPAS 2.1.1, PB1; 2.1.2, PB2
- 1.5 Use the problem-solving model to develop intervention plans with goals and measurable objectives. EPAS 2.1.10c, PB2
- 2.1 Define culturally competent practice with communities and describe the actions organizers should take when working cross-culturally and describe those actions organizers should take to remove barriers to social change such as classism, heterosexism, ableism, ageism, racism, and sexism. EPAS 2.1.5, PB2
- 2.2 Use a range of inter-personal skills to influence the social change process including engagement, recruitment, one-on-one interviews, group dialogue, confrontation, collaboration, and negotiation. Identify the strengths and weaknesses of each method. EPAS 2.1.10a; PB1

- 2.3 Use policy practice methods to identify human rights violations and other institutional barriers that limit access to resources for marginalized populations. Identify advocacy methods that can be used to address these issues. EPAS 1.1.8, PB2
- 2.4 Understand the use of effective written communication to document social issues, plan interventions, and rally public support including the use of traditional and social media. EPAS 2.1.3, PB2
- 3.1 Identify and apply research methods to conduct an assessment of community needs, strengths, and assets. EPAS 1.10b, PB2
- 3.2 Use research data from assessments to identify community problems, develop interventions, and design practice evaluations. EPAS 2.1.6, PB2
- 3.3 As a component of community assessments, conduct power analyses to determine the strengths and weaknesses of community groups, allies, and opponents in the organizing effort. EPAS 2.18, PB1
- 3.4 Apply appropriate qualitative and quantitative methods to the evaluation of community practice to assess intervention processes and outcomes. EPAS 2.1.10d, PB2

Course requirements/assignments:

Community Assessment (Common Assignment) Students are required to conduct an assessment of the community served by their field agency, define the community served, provide demographic and other statistical information about community needs, describe diversity or lack of diversity in the community, identify community problems and gaps in services, identify community strengths and assets, identify decision-makers and sources of power, describe service networks or alliances, and describe the “emotional tenor” of the community. Students are also required to make a recommendation as to what outcomes should be produced as a result of social change efforts in this community. In addition, they must conduct at least one conversational interview with a key informant and submit a process recording of the interview with their paper.

Intervention and Evaluation Plan (Common Assignment): Students are required to develop a community intervention plan. In this paper, the issue to be addressed, model of community practice, strategies and tactics to be used, target and action systems, and goals and objectives must be identified. The paper should also include a time-line for the accomplishment of objectives, a description of the ethical implications of the strategies and tactics used, and identification of resources needed to carry out the plan, possible barriers to task accomplishment, and evaluation criteria. The paper must also include an analysis as to whether the plan is likely to be successful.

Protest – any type of group protest that advocates for the needs of a group that is disadvantaged. A one paragraph explanation of this will be submitted for credit.

Grading policy

Assignment	Content	Percentage of Grade
1	Community Assessment (Common Assignment)	35%
2	Intervention & Evaluation Plan (Common Assignment)	35%
3	Class Presentation – Community Assessment, Intervention, and Evaluation	10%
4	Protest – any type of group protest such as the Women’s March.	10%
5	Attendance & Participation	10%
	TOTAL:	100%

Final grades will be based on percentages allocated to each assignment, as follows

Percentage	Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Assignment and Examination Schedule

Due Date	Assignment	Points/Percent
3-14-19	Common Assignment #1	35%
5-2-19	Common Assignment #2	35%
5-2-19	Protest	10%
4-25-19 & 5-2-19	Class Presentation – Community Assessment, Intervention, and Evaluation	10%

You should also provide assignment completion due dates in a table as shown above, or you can ask students to refer to your course calendar if you give due days there.

COURSE POLICIES & SAFETY ISSUES

Late Papers: The instructor will accept late papers for reasonable cause. However, instructor permission to submit the paper late must be obtained prior to the designated due date except in emergency situations (such as a health issue or family emergency).

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

"If you are absent from class, it is your responsibility to check on announcements made while you were away."

Classroom Conduct: In order to ensure collegiality in the classroom, please raise your hand if you want to speak or participate in classroom discussions. The instructor will call on students to speak in a manner that ensures that all students have an opportunity to share their views. It is to be expected that some students will have strong opinions about course content. However, civil behavior and respect for the opinions of all class participants is expected at all times. The instructor will enforce university policies regarding classroom disruption.

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). **Examples of plagiarism include copying another student's assignment or using direct quotations from books, the Internet or other sources without properly citing them (i.e. quotation marks, block quote format, author name, date, and page number or location of the quotation on an electronic document).**

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of

viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

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Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

COURSE CALENDAR

The course schedule is subject to change in the event of extenuating circumstances."

**Tentative Course Schedule
Spring 2020**

COURSE OUTLINE

WEEK/ <i>Date</i>	TOPIC	READING ASSIGNMENT	DUE DATES AND ACTIVITIES
<p style="text-align: center;">1 <i>January 17,</i></p>	<p>Introduction</p>	<p>Western Organization of Resource Councils (n.d.). <i>How to understand the role of a community organizer</i>. Retrieved from http://www.worc.org/userfiles/file/Howto-Understand-Role-of-Community-Organizer.pdf</p>	<p>Video clips on community organizing and the role of the organizer</p> <p>The Story of Human Rights: https://www.youtube.com/watch?v=oh3BbLk5UIQ</p> <p>Universal Declaration of Human Rights – Articles 1-30 Hear and Read Full Text: https://www.youtube.com/watch?v=YUdxBRxEXEc</p> <p>The Girl Who Silenced the World: https://www.youtube.com/watch?</p>

			<p>v=TQmz6Rbpnu0</p> <p>Youth for Human Rights 1 – 30</p> <p>https://www.youtube.com/watch?v=ixjACBvv2mE&list=PLCDEA2A9A2B909933&index=2</p> <p>through</p> <p>https://www.youtube.com/watch?v=ylGrMcVCqrY&index=31&list=PLCDEA2A9A2B909933</p> <p>Ted Talk: Community Organizing say whaatt??? – Ray Friedlander</p> <p>Video: Larry Itlong – Delano Grape Strike (Seven Fingers)</p> <p>Video: Flow: For Love of Water</p> <p>Ted Talk: David Sedlack – “4</p>
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			Ways We Can Avoid a Catastrophic Drought”
2 <i>January 24,</i>	Historical Origins, Strategic Assumptions, and Professional Development	Burghardt, Chapter 1 International Federation of Social Workers. (2012). Statement of ethical principles. Download from: http://ifsw.org/policies/statement-of-ethical-principles/	Suffragette-Emily Davison Killed (1913) https://www.youtube.com/watch?v=-G4fJ9I_wQg
3 <i>Jan. 31</i>	Developing Pre-Engagement Skills Through an Understanding of Context	Burghardt, Chapter 2	Ted Talk: Inspiring Social Change Through Community Organizing https://www.youtube.com/watch?v=-DtILpmsCcA PBS: Race Matters – Forsyth Atlanta, Georgia http://www.pbs.org/newshour/bb/georgia-countys-campaign-terror-drove-away-black-community/

<p>4 <i>Feb 7,</i></p>	<p>Using Engagement Skills to Improve Community Assessments</p>	<p>Burghardt, Chapters 3</p>	<p>Ted Talk: How to Start a Movement https://www.ted.com/talks/derek_sivers_how_to_start_a_movement</p>
<p>5 <i>Feb 14,</i></p>	<p>The Unconscious in Organizing</p>	<p>Burghardt, Chapter 4</p>	
<p>6 <i>Feb 21,</i></p>	<p>The Social Construction of Practice</p>	<p>Burghardt, Chapter 5</p>	<p>Sal Alinsky – https://www.youtube.com/watch?v=xjzC9soza5Q The People Speak https://tinyurl.com/jmttyc7</p>
<p>7 <i>Feb. 28</i></p>	<p>Leadership Development Through Relationship Building</p>	<p>Burghardt, Chapter 6</p>	<p>Film: The People Speak (Howard Zinn)</p>
<p>8 <i>March 7</i></p>	<p>Why Can't We All Just Get Along?</p>	<p>Burghardt, Chapter 7</p>	<p>Ted Talk: Start with Why – How Great Leaders Inspire Action</p>

			<p>Video: In Search of the Future</p> <p>https://tinyurl.com/hy6frky</p>
<p>9</p> <p><i>March 14</i></p>	<p>From Checkers to Chess</p>	<p>Burghardt, Chapter 8</p>	<p>DUE:</p> <p>Community Assessment</p> <p>Film: Building hope: The CDC oral history project. Retrieved from</p> <p>http://vimeo.com/5977553</p> <p>Ted Talk: Simon Sinek – First Why and Then Trust</p> <p>https://www.youtube.com/watch?v=4VdO7LuoBzM</p> <p>Video: Crude Beyond Belief</p> <p>https://tinyurl.com/hhqjmr</p>
<p>10</p> <p><i>March 21</i></p>	<p>Think Local Act Global</p>	<p>Burghardt, Chapter 9</p>	<p>Video: American Winter</p> <p>https://tinyurl.com/h58hw8x</p>

11 <i>March</i> 28	Political Advocacy	Burghardt, Chapter 10	Ted Talk: Want to sound like a leader? Start by Saying Your Name https://www.youtube.com/watch?v=02EJ1IdC6tE
12 <i>April 4</i>	The Reemergence of Environmental Activism	Burghardt, Chapters 11	
13 <i>April</i> 11	Crossing the Great Divide	Burghardt, Chapter 12	Video: Suffragette
April 15 – April 19 Spring Break			
14 <i>April</i> 25	So Much Information..... Class Presentations	Burghardt, Chapter 13	DUE: Class Presentations Film: Our Family Stories https://tinyurl.com/znoj3r5 Video: Teached https://tinyurl.com/ouoyx9y
15	Summing Up	Burghardt, Chapter 14	DUE: Community

<i>May 2</i>	Class Presentations		Intervention and Evaluation, Class Presentation, & Protest paragraph PBS: Political, legal opposition adds obstacles to Brexit http://www.pbs.org/newshour/bb/political-legal-opposition-adds-obstacles-brexit/
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SWRK 247 (Common Assignment #1)
Community Assessment

Conduct an analysis of community needs. "Community" can include any of the definitions of community discussed in class, but must include members who are socially, culturally, or economically disadvantaged (i.e., people of color, people who have incomes below the poverty line, the elderly, members of the LGBTQ community, or people who are physically or mentally challenged).

Write a paper describing the information you have collected. Sources of information can include published reports, previously published data or data that you have collected, personal interviews, and your observations, as well as refereed and non-refereed articles.

Your paper should include the following information:

1.	Community Definition - Definition of the community (location, geographic boundaries, target population).	10%
2.	Community Description - Statistical data (economic, demographic, education; other indicators of community needs). Use at least one Internet data source (for example, Census data, reports posted on the Web from advocacy groups or government agencies, historical information, maps, etc.) – other sources can include agency publications or other records. How has the community land use changed?	10%
3.	Resource Disparities - Based on this data, identify any resource disparities and describe the diversity or lack of diversity in this community.	5%
4.	Community Informant - Interview at least one key informant who is knowledgeable about the community. Use guidelines for one-on-one interviews in your textbook, readings, and videos to conduct the interview. Use the process recording format in your field manual for SWRK. 282/283. Please note that you must conduct this interview with someone other than the field instructor.	10%
5.	Community Problems and Service Gaps - Identification of community problems and service gaps.	10%
6.	Community Services which Address and Contribute to the Problem – Identify at least one organization or government policy or procedure that	10%

	addresses the problem. Identify at least one organization or government policy or procedure that contributes (worsens) the problem.	
7.	Community Strengths and Assets - Identification of community strengths and assets. Remember that assets can include individual skills, organizations, social networks, groups, institutions, businesses, reputation, funding sources, facilities, recreational opportunities, parks, and other public spaces.	10%
8.	Decision Makers - Identification of decision-makers who can address community problems and their sources of power. Power can include a number of factors including authority, an elected position, votes, professional status, information, knowledge, demographic characteristics, and strength in numbers). Are there any demographic groups who seem to be excluded from the decision-making process? Are there groups that are more often included than others?	10%
9.	Power - Identify actual and potential sources of power held by at least one group in the community that is typically excluded from decision-making. Who is included in the decision making?	10%
10.	Networking - Identify service networks and/or alliances among agencies and consumer groups. These may include formal and informal networks. For example, a school site may have groups of parents who volunteer in activities or raise funds for the school. In some communities, there may be one or two people or groups that are known for providing informal assistance to their neighbors.	10%
11.	Community Tenor - Describe the emotional tenor of the community. For example, are residents hopeful that change can occur or do they feel alienated or hopeless? Explain why you have come to this conclusion.	5%

35% of Final Grade

Other Requirements for Acceptance: Use each of these criteria as a subheading in your paper. Your grade will be based on complete responses to each question. List all references (at least 4), as defined above, on the last page of your paper. The length of the paper will be between 8-10 pages, without attachments.

SWRK 247 (Common Assignment #2)

Intervention and Evaluation Plan

Starting with the community problem you identified in the Community Assessment and the social change proposed, what strategies and tactics would you use to have your solution implemented and how would you evaluate the plan?

Your plan should include:

1.	Introduction. Restate the social change you proposed in the previous paper. Brief description of the issues to be addressed and the desired outcome of the social change effort.	10 points
2.	Identify a policy or procedure at the organization, local, state or federal level that will need to be changed in order for your intervention plan to be successful.	10 points
3.	Strategies and Tactics - Identification of the strategies and tactics to be utilized.	10 points
4.	Systems - Identification of both the target system and the action system. Sources of power associated with both the target and action systems (address the issue of sources of power associated with both systems in your narrative).	10 points
5.	Goals and Objectives - Identification of action outcomes in terms of goals and objectives. One objective should involve policy change/or lobbying for a policy change].Objectives should be measurable and linked to the evaluation criteria. 2.1.10a,PB2 [collaboration, mutual goals]	10 points
6.	Time-line - Specification of a time-line for each action to be taken.	5 points
7.	Ethical Implications - Ethical implications of actions to be taken using the following sources: the NASW Code of Ethics, your textbook, the International Federation of Social Workers Statement of Principles, any of the universal conventions listed in the UN Charter of Rights, or Saul Alinsky's description of the ethics of means and ends. Identify at least 2 ethical principles in your response.	10 points
8.	Resource Identification - Identification of the resources needed to carry out the plan (money, facilities, constituents, members, technical expertise, media, influential decision-makers, include a line item budget).	10 points
9.	Barriers - Identification of potential barriers to successful completion of the change effort (opponents, resource limitations, current legislation or policies, etc).	10 points

10.	Success - Your assessment as to whether the change effort is likely to succeed.	5 points
11.	Evaluation - Criteria for evaluating action outcomes and processes. Briefly describe evaluation methods that can be used to document outcomes or processes. Identify those individuals and groups who should be involved in the evaluation.	10 points

Other: List all references (at least 4) on the last page of your paper. Use each of these criteria as a subheading in your paper. Your grade will be based on complete responses to each question. The length of the paper will be between 8-10 pages and is 35% OF THE FINAL GRADE.