

SAN JOSÉ STATE UNIVERSITY
School of Social Work, MSW Program
ScWk 223: Transcultural Multi-Systems Practice II:
Community Systems Focus
Section 04 - Code: 25105

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Office Hours: Mon & Weds from 3 to 5 PM, and by appointment
Class Days/Time: Mondays 6:00 to 8:45 PM
Classroom: McQuarrie Hall 324

CATALOGUE DESCRIPTION

Methods of community intervention at multiple levels focus on empowerment and developing the strengths of diverse groups, particularly Latino/a, African American, Asian American and other oppressed and marginalized populations. Includes community social work assessment and intervention. Three units. Prerequisite ScWk 220 & 221.

COURSE DESCRIPTION

Community social work is based on the assumption that many crucial social problems (poverty, discrimination and oppression, addiction, violence and abuse, etc.) are a result of the larger social, political and economic order. Consequently, the target of community social workers must be the macro system, and its linkage to individuals, families and the larger society.

The concept of community social work is linked to local, community and neighborhood conditions and realities affecting clients systems. Intervention depends upon the knowledge and understanding of planned change from a transcultural perspective. This process begins with the creation of a knowledge base of the community, its value system, identified problems and leaders, and the various types of institutions that foster or inhibit the well being of the community. This course is designed to develop social work skills focusing on community social work methods intervention. The social work student engages in a series of methods of planned assessment and intervention in order to create mechanisms, strategies and tactics that may cause

a resolution or lead to creating necessary change at the macro level. The threshold of this course promotes economic and social justice, and the eradication of oppression with the use of evidence-based interventions of community social work practice.

Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

PO 1. *Identify as a professional social worker and conduct oneself accordingly*

PO 2. *Apply social work ethical principles to guide professional practice*

PO 3. *Apply critical thinking to inform and communicate professional judgments*

PO 4. *Engage diversity and difference in practice*

PO 5. *Advance human rights and social and economic justice*

PO 9. *Respond to contexts that shape practice*

PO 10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

Upon completion of ScWk 223 students will be able to:

1. Demonstrate the capacity to practice social work with integrity, in a disciplined and professional manner, and that utilizes skills of self-correction and self-reflection in order to assess and analyze social conditions and how they affect diverse members of a community. PO: 1 (a, b, c) (Professional Social Work)
2. Support the purpose and values of the profession, as suggested by the NASW Code of Ethics, as well as demonstrate awareness of personal values and capacities to identify and manage possible biases, such as those associated with history of macro-level social movements—including political, social, and economic conditions. PO: 2 (a, b) (Ethics)
3. Articulate and demonstrate the use of critical thinking (the ability to communicate ideas; both oral and written communication), and best evidence practices as the basis for social work intervention with communities. PO: 3 (a, b, c) (Critical Thinking)
4. Apply a social work transcultural generalist perspective, and how to apply knowledge and skills essential in organizing marginalized and oppressed population groups. PO: 4 (a, d, e) (Diversity and Transcultural Perspective)
5. Demonstrate knowledge, a working understanding of the role and function of historical, economic, and political factors related to oppression, and discrimination, as well as promote strategies that support social, economic and political justice. PO: 5 (b, c) (Social and Economic Justice)
6. Ability to work with client systems with the context of understanding professional practice with the use of a community social work assessment instrument —community

study. PO: 9 (a, b) (Shape Practice) & PO: 10 (a, b) (Engagement and Assessment)

7. Demonstrate knowledge of macro systems, their inter-connectedness and dynamics, in order to plan —delineate methods (strategies and tactics), and evaluate appropriate social work interventions. PO: 10 (c, d) (Intervention and Evaluation)

REQUIRED TEXTS AND READING ASSIGNMENTS

Required Texts

Homan, M. S. (2011). *Promoting community change: Making it happen the real World* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Please note that the 5th edition of the Homan textbook is now out. I do not plan to order this textbook through the bookstore. It costs \$120.00. In order to help you save money, I am proposing that you purchase the individual assigned chapters online (ebook), or purchase the 4th edition (which is what appears on this syllabus). Amazon has it for \$44.00. In order to use the ebook option, you must log on to:

<http://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=homan>

The ISBN is either 0-8400-3195-5 or 978-0-8400-3195-2 or you can check by author.

Any other assigned chapters or articles used in the class will be sent to you electronically via email. Make sure that your email is correct on the SJSU system since I will use the class roster to access it.

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Teresa Slobuski, who may be reached by phone (408.808.2318) or email (Teresa.Slobuski@sjsu.edu).

LEARNING EXPERIENCES AND CLASSROOM PROTOCOL

This course includes didactic lectures, interactive learning exercises, and seminar-style discussion. Please note in order to save resources the School of Social Work has moved toward the distribution of class syllabi and handouts via electronic means (e.g., email and internet). Also, I will not be able to accept papers via email. A hard copy is required.

Students are expected to maintain professionalism; this includes preserving the confidentiality of clients/cases (discussed in class or written in assignments) and their professional peers (e.g., FFLs, FI, and fellow students). Professional development includes consultation with fellow students. This includes using each other as resources, being respectful of each other's opinions, perspectives and ideologies; and refraining from disruptive behavior. **I ask you to consult with me when you do not**

understand what is covered, open yourself to asking questions, and be engaged in your learning. Please communicate with me regarding any concerns about the course and your progress in it.

I take very seriously the responsibility of grading your work and will always strive to be fair in my evaluations. Please know that I provide a lot of feedback and often will edit in the spirit of helping improve the quality of your work. If your work will result is less than a B-, I will on a one-time basis, allow you to rewrite and resubmit. This will help you practice, as well as obtain a higher point grade. Note, however, that a rewrite does not qualify for the full assignment points. My guidelines on contested grades is as follows: If you disagree with a grade, I require you to wait at least one day after receiving your work before contacting me to discuss the matter. During this time, I ask that you read and consider my comments carefully. It would help if you rewrote your paper using the feedback and/or editing I provided. I also ask that you have ready specific reasons why you believe the grade to be inaccurate, and to come prepared to discuss the grade you think you deserve. I will take your thoughts seriously and will listen earnestly to each request and judge it on its merits.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Your grade in this course will be based on your written work, exam, and participation as follows:

ASSIGNMENT AND GRADING POLICY

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Community Assessment Paper	30	SLO: 1,2,3,4,9,10 (a & b)
CO Intervention Proposal Group Paper (group grade)	25	SLO: 1,2,3,4,5,10 (c)
Special Meeting	15	SLO: 1,3,5

Group Assignment

This second paper offers an opportunity to work within a group of 4 members to assess a problem or issue within a chosen community, and suggest a community social work intervention plan with the use of one of the Rothman models. The students must gather information from the literature, and can also use resources from the internet, newspapers and/or by interviewing an agency or community leader. The following readings must be reflected in the paper: Rothman, J. (2001). Approaches to community intervention. In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.). *Strategies of community intervention* (6th ed., pp. 27-64). Belmont, CA: Brooks/Cole; and Homan, M. S. (2011). Taking action – Strategies and tactics. *Promoting community change: Making it happen the real world* (5th ed., pp. 397-435). Pacific Grove, CA: Brooks/Cole. *See attached detailed guidelines for completing assignment.*

Due date: 4/30

Community Social Work Intervention Proposal Plan Class Presentation (individual grade)

Public speaking is an important community social work skill. During the final sessions of the semester, the members of group will have the opportunity to develop/improve this skill by making a class presentation on their community social work intervention plan. The members of the group will decide on the content emphasized on the presentation. However, special attention must be placed on addressing the **community social work intervention proposal**.

Presentation Grading Matrix (15 points)
Content Information related to the topic and intervention proposal (7)
Organization, flow, professional delivery and expression, including appropriate interaction with other presenters and professional projection toward audience (4)
Creativity, clarity, creativeness, good use of time, and appropriateness of information displays (e.g., Visual Aids) (4)

Presentations will take place during the last class sessions. A lottery system will be used to schedule the group presentations. **The class presentation should not exceed 25 minutes, and it is the responsibility of the group to time their presentation. Points will be taken off for exceeding time.** If using a PowerPoint presentation, please email me a copy of the transparencies.

Class Participation

15 points

Professional development includes consultation with fellow students. This includes being respectful of each other's opinions, perspectives and ideologies; refraining from disruptive behavior, and to use each other as a resource on the group assignment. I ask you to consult with me when you do not understand what is covered, open yourself to asking questions, and be engaged in your learning. As part of class participation students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide

additional insights on issues from their own special knowledge, expertise and internship experience. Your ideas and input are an essential part of the learning process, so I expect you to assume some responsibility for the quality and success of this course. With this in mind, while in class, please make sure to turn off your cell phone, refrain from checking or sending text messages, and be aware that laptop computers can only be used in class during note taking or to get online with the purpose of opening class material. The use of laptops for personal purposes is considered disruptive to class. Expanding these skills, enhance opportunities to build new knowledge, and academic and professional development.

Note: Chronic tardiness, more than one unexcused absence, and disruptive behavior and/or inattentiveness will be reflected in the participation grade (this includes the use of laptops and cell phones for other than class-related activities). To minimize class disruptions please arrive on time. Class attendance will be usually taken and recorded during the first part of class sessions. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early (See Student Handbook for additional information).

All paper assignments will be graded according to the following criteria:
1) Obvious effort and attention to the material required for the assignment.
2) Answering questions completely and thoughtfully-demonstrate understanding the material and using critical analysis. Demonstrate clarity and flow of discussion or presentation.
3) Writing should be succinct, include appropriate headings, and be free of grammar and spelling errors.
4) Appropriate inclusion and use of the literature. APA Format (see below)
5) Organization.

APA Format and Writing Requirements

The Publication Manual of the American Psychological Association, is the style manual adopted by the Masters in Social Work Program. All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is not necessary*. All papers must use standard, 11 or 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. All papers should be written in standard/formal English; avoid slang and refrain from overuse of jargon. It is strongly recommended that you make use of WORD tools for edit your work (spell check and grammar check). Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

Submitting Papers

It is important that papers are submitted on time. Please note that I am unable to accept papers on line. If you are not in class when an assignment is due, you must bring it directly to my office, or give it to a front-office staff person at the School of Social Work's main office (WSQ Hall Suite 215) by 5:00 PM. The date of receipt must be stamped on the front page by the staff person. It is your responsibility to confirm that I have received your paper. Check assignments. Some do not allow for extensions.

Grading

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade
97-100%	A +
93-96%	A
90-92%	A -
87-89%	B +
83-86%	B
80-82%	B -
77-79%	C +
73-76%	C
70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your

assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center \(DRC\)](http://www.drc.sjsu.edu/) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

School of Social Work Policies

School of Social Work Writing Policy

The Instructor will return assignments ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus. A unique error is an error that will be counted 1 time. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

University Resources

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU

colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

TOPIC OUTLINE AND ASSIGNMENTS

Session 1, 1/30

Course Introduction

Introduction and review of the course outline, objectives and assignment. History and philosophy of macro practices in social work and community organizing. Perspectives on communities, and the role of the social work community organizer.

Session 3, 2/6

The Context of Social Work Community

What is a community? Perspectives on communities and organizations, and oppressed population groups and the struggle for empowerment; Frameworks for community practice and intervention; Generalist practice with communities.

Assignment:

Garvin, C. D, and. Cox, F. M., (2001). A history of community organization since the Civil War with special reference to oppressed communities. In J. Rothman, J. L Erlich, and J. E. Tropman. *Strategies of community intervention* (6th ed., pp. 65-100). Illinois: Peacock. E-Copy.

Session 3, 2/13

Analyzing the Community

The community: its institutions, economic base, demographics; locality communities, identificational communities, etc.

This session is highly recommended to attend since we will use the Computer lab to learn how to search information for the first assignment (community study). This includes research on the U.S. Census data on economic indicators (i.e., employment, unemployment, income), housing (i.e.,

property and rental), educational attainment, and any other information that offers you material on the City or Town where your community is found.

Assignment:

Homan, M. S. (2011). Understanding the challenge to change. *Promoting community change: Making it happen the real world* (5th ed., pp. 4-33). Pacific Grove, CA: Brooks/Cole.

Session 4, 2/20

Theoretical Perspectives on Communities, Political System, Voting Districts and Power Systems
Organizing models for community change. The community: Its political system, voting districts, leadership and power, vertical-horizontal linkages, etc.

Assignment:

Homan, M. S. (2011). Theoretical frameworks for community change. *Promoting community change: Making it happen the real world* (5th ed., pp. 34-70). Pacific Grove, CA: Brooks/Cole.

Internet research: Bring to class a map of the City or Town where your community is represented. Mark your community by voting district or any other indicators. Bring to class the names of the government officials representing: (1) Congress, (2) the State District, (3) the County Board of Supervisor, and (4) the members of the City Council (or Town Council). Include with your list: each member's gender, race, ethnicity, etc.

Session 5, 2/27

Introduction to Transcultural Community Social Work

Working with diversity. Concepts of social group memberships. Issues of value clarification and political ideology in social work ethics.

Homan, M. S. (2011). Knowing your community. *Promoting community change: Making it happen the real world* (5th ed., pp. 147-77). Pacific Grove, CA: Brooks/Cole.

Recommended Assignment:

Homan, M. S. (2011). Power. *Promoting community change: Making it happen the real world* (5th ed., pp. 113-152). Pacific Grove, CA: Brooks/Cole.

Community Social Work Assessment Assignment Due

Session 6, 3/5

Community Social Work Intervention

Exploring different types of community social work problems, and interventions; Community problem solving; various models and levels of intervention in community social work; Power, conflict and social change movements.

Assignment:

Homan, M. S. (2011). Putting the pieces together. *Promoting community change: Making it happen the real world* (5th ed., pp. 71-95). Pacific Grove, CA: Brooks/Cole.

Recommended Assignment:

Homan, M. S. (2011). Putting yourself in the picture. *Promoting community change: Making it happen the real world* (5th ed., pp. 96-112). Pacific Grove, CA: Brooks/Cole.

Session 7, 3/12

The Rothman Models of Community Social Work Intervention: Part I

An introduction to macro practice and intervention and the analytical extremes of the Rothman models: social planning, locality development, social action.

Assignment:

Rothman, J. (2001). Approaches to community intervention. In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.). *Strategies of community intervention* (6th ed., pp. 27-64). Belmont, CA: Brooks/Cole. E-Copy.

Recommended Assignment:

Homan, M. S. (2011). People – The most valued resource. *Promoting community change: Making it happen the real world* (5th ed., pp. 206-231). Pacific Grove, CA: Brooks/Cole.

Session 8, 3/19

The Rothman Models of Community Social Work Intervention: Part II

Social work perspective in the creation of theoretical foundations; dimensions of traditional and dominant paradigms, and dimensions of shifting paradigms in critical thinking; transcultural social work knowledge and practice in community methods. Fund-raising: A major resource in organizing.

Assignment:

Homan, M. S. (2011). Taking action – Strategies and tactics. *Promoting community change: Making it happen the real world* (5th ed., pp. 379-418). Pacific Grove, CA: Brooks/Cole.

Recommended Assignment:

Homan, M. S. (2011). Raising other resources. *Promoting community change: Making it happen the real world* (5th ed., pp. 261-317). Pacific Grove, CA: Brooks/Cole.

3/26 Spring Break (campus closed)

Session 9, 4/2

Complete Special Meeting (no class session)

Recommended Assignment:

Homan, M. S. (2011). People – Getting the word out. *Promoting community change: Making it happen the real world* (5th ed., pp. 319-347). Pacific Grove, CA: Brooks/Cole.

Session 10, 4/9

Community Social Work with Sexual Minorities

Issues of heterosexism and homophobia; organizing lesbian women, gay men, bisexual, transgender and intersex people.

Assignment:

Search on line a topic related to community organizing with the LGBTI community to enhance or class discussion. It can be a newsletter, newspaper, magazine or professional article.

Session 11, 4/16

Community Social Work and Populations of Color

Ethnic and Racial Diversity and organizing.

Assignment:

Rivera, F.G., and Erlich, J. L. (2001). Organizing with people of color: A perspective. In J. E. Tropman, J. L. Erlich, and J. Rothman. *Tactics and techniques of community intervention* (4th ed., pp. 254-269). Illinois: Peacock. E-Copy.

Special Meeting Paper Due

Session 12, 13, 14, 4/23, 4/30 & 5/7

Group Presentations on Community Social Work Intervention Plan

Each group will make a presentation based on the community social work intervention proposed.

Due date: Session 13, 4/30 Community Social Work Intervention Plan Assignment Paper Due

SW 223

Spring 2010

Session 15, 5/14

Course wrap-up and evaluation of course.

Community Social Work Assessment Assignment Guidelines 30 Points

The paper must include the following:

A) **IDENTIFY/DESCRIBE**

- Geographic boundaries - lines that divide a neighborhood (i.e., mountain, river, freeway, city line), or a voting district line;
- historical data beginning with the **history of indigenous people, Spanish and European** colonization to recent populations. Make sure to add information about current historical period (21st century);
- significant U.S. Census demographic. These should include **data and interpretation** of census regarding size of population, ethnic/racial, age, gender, educational attainment, economic indicators (i.e., income, unemployment, etc.);
- important economic institutions and their **actual or potential impact** on community residents. This is usually referred to as a Community Assets Inventory— This is a list of all key entities that comprise the target area/focal community and have the capacity to be potential resources. It includes individuals, groups, associations, organizations, facilities, institutions, etc. (e.g., businesses, agencies, social groups, cultural organizations, neighborhood groups, civic organizations, coalitions, religious institutions, institutions of higher education, schools, libraries, public servantry facilities, health care institutions, banks, foundations, corporations, and the like);
- voting district lines at the Federal level, State level, county level, and city level (unless unincorporated);
- government structures (National, State, County, City systems). These must include the **names of government official** such as: Senators in Congress, the State Representatives for the district, the representatives for the Board of Supervisors, and each of the members of the City Council (if the community located in an incorporated area). Unless your community is in a non-incorporated area, in which case you will chose a member of the County Board of Supervisors, you must choose one member of the City Council **for the district where your community is located**, and add the following Information for him/her: **political affiliation** (if voted by party), if known, her/his **social group membership** (i.e., ethnicity, race, gender, age, sexual orientation, etc.) and information on his or her **ideological and political track record, and voting on social issues**;

- identify important County and City government agencies and nonprofit human service institutions serving this community (because there may be too many, you focus on those of greater importance. Not to exceed 5 agencies);
- describe the **social, religious, cultural, racial and ethnic flavor**, the significant relationships of this community to other nearby communities (i.e., rivalries, gang violence, cooperation, etc.), major method of transportation, and the civic and/or political organizations of the community.

If evident, include information on the leadership in your community.

B) ANALYZE

The paper must be written in essay format, as if the student was a journalist, reporting for people who are not familiarized with the chosen community. This includes **interpreting the census data**, and **analyzing the information and observations gathered about the community**. Please write from a “**strengths perspective**.”

These are some guideline (key areas) that may help you in your analysis:

What is significant to this community?

Has it gone through any major changes?

What are the community power centers (e.g., political or leadership figures or institutions that hold power)?

Are major key decisions affecting life in the community made within the community or by outside decision makers?

Is there ongoing tension between various racial, ethnic, socioeconomic or other groups in the area? Explain, on what basis do you reach your conclusion?

What are the challenges/deficits and strengths of this community?

What appear to be some of the basic value systems in the community? This often relates to visible cultural activities of the community (e.g., Celebration of the Chinese New Year, Dias de los Muertos march).

Do these values vary significantly with different groups in the community?

End the paper with a summary or conclusion of everything you have written (e.g., What is your overall impression of this community?).

This paper should be **no less than 6 full pages** and **not to exceed 7 pages in length** including front and reference pages.

Special Meeting Guideline Questions

15 Points

- 1) Describe the type of meeting you attended (City Council, County Board of Supervisors, School Board). Also add date, location and number of hours at meeting. If in addition, while at the meeting you had the opportunity to meet with a city or county official (e.g., City Council member), add her/his name.
- 2) What did you find meaningful or enjoyable from the experience?
- 3) What social problems or issues were discussed?
- 4) What was the format or the protocol for the presentations/discussions?
- 5) What did you as a community social worker learn from the experience?
- 6) If after graduation you have the opportunity to work as a community social worker, taking into account your experience at this meeting, what would you propose be added to the agenda, and what would you do to get community support?

Good luck!

Community Social Work Intervention Plan Assignment Guidelines 25 points

This second pap

must gather information from the literature, and can also use resources from the internet, newspapers and/or by interviewing an agency or community leader. The following readings must be reflected in the paper: Rothman, J. (2001). Approaches to community intervention. In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.). *Strategies of community intervention* (6th ed., pp. 27-64). Belmont, CA: Brooks/Cole; and Homan, M. S. (2011). Taking action – Strategies and tactics. *Promoting community change: Making it happen the real world* (5th ed., pp. 397-435). Pacific Grove, CA: Brooks/Cole.

The paper must include the following:

- **A one page abstract (summary) description of the assessment of the community problem or issue, and the employed community social work intervention (including the use of one of the Rothman models);**
- a context or foundation for describing the problem/issue (e.g., What is the problem? Where is it located? Why does it exist?);
- the literature review, the interview(s) and field observation **to assess the problem or issue;**
- information that clarify the values that underline the problem/issue;
- information on the community needs, challenges or deficits as well as assets. This includes information from a strengths-based and asset-based perspective.
- a description of important power centers around this problem/issue and their role in creating or resolving it;

Important considerations: Has this problem/issue been brought to the attention of the community? If so, what type of involvement has the community had? What has been done by the community, agencies or government officials to alleviate or resolve this problem/issue? What has not been considered? Why not?

Employing one of the Rothman models of community social work practice, suggest a social work intervention for the community problem or issue identified in this assignment.

- **Select one of the three models, social planning/policy advocacy, locality development, or social action model** for the intervention. The selection of more than one model or a combination of the three may be used, but this requires additional information (e.g., literature and intervention) for each model;

- make sure to **add the literature on the 3 Rothman models, with a special emphasis on describing the chosen model;**
- describe and illustrate the **goal, strategies, and tactics** suggested for the community social work model intervention plan **as discussed in class;**
- include the expected outcome or the final result of the intervention;
- include information on the role and responsibilities of those carrying out the intervention.

This paper must be written as a group. It is up to you how the members of the group want to distribute the workload. Make sure each member contributes equally. Discussing, in an open and assertive way, problems for carrying out the assignment work equally or any other issue related to group dynamics will enable the members to develop “group decision-making skills and help avoid group resentment or conflict. Paper is **no less** than 8 full pages, and **not** to exceed 9 pages in length, including front and reference page. Follow APA format.

Aside from your list of References, add an additional page (not included in the page limit) listing sources that were used to find out information about this community. Some example are: community walk and/or drive by; interviewing individual community members and/or key community leaders; attending community council meetings and/or neighborhood association meetings; attending/participating in focus groups or community forums; observing community activities; collecting illuminating anecdotes and stories; maps; photographs; phone books; resource directories; internet; Chamber of Commerce; community events/calendars; neighborhood/local newspapers, newsletters or magazines; library; city, county, or state government offices; census bureau data; historic/heritage centers/museums. When applicable, include dates and times of visits or interviews. For interviews, add: personal communication, name of the person interviewed and date of interview (e.g., personal communication: city councilwoman Edith Marshall, 3/14/12) only once after as a source for each interview.

Good luck and enjoy!