

San José State University
School of Social Work
ScWk 223: Transcultural Multi-Systems Practice II:
Community Systems Focus
Section 01 - Code: 25043

SPRING, 2011
Glenn Thomas LCSW
SECTION 1
E-MAIL: glennthomas@loveandencourage.com
Monday 9:00 – 11:45 PM
Boccardo Business Center 126

OFFICE: WSH 215
OFFICE HOURS:
After Class

OTHERHOURS BY APPOINTMENT
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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 and families.

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.

LEARNING OBJECTIVES

Upon completion of SW 223 students will be able to:

1. Analyze history of macro-level social movements—including political, social, and economic conditions.

- M 3.5 (Policy/History/Social Justice)
2. Assess and analyze social conditions and how they affect diverse members of a community.
 - M.7 (Assess and Intervene in Multi-Systems Practice)
 3. Delineate theories of community practice and their application to community social work interventions.
 - M 2.5 (Critically evaluate theory)
 4. Delineate methods (strategies and tactics) for a community social work intervention that demonstrates professional ethics and values, and social justice.
 - M 1.4 (Resolve Ethical Dilemmas), M 3.6 (Multi-systems knowledge and skills with Communities)
 5. Understand the use of critical thinking critical self-reflection in determining about methods and processes of working with people in a community setting from a transcultural social work perspective.
 - M 3.6 (Multi-systems knowledge and skills with Communities)
 6. Articulate how to apply knowledge and skills essential in organizing marginalized populations—in particular, Latinos, African-Americans, Asian-Americans and other oppressed population groups.
 - M1.5 (Apply Transcultural Multi-Systems)

This course meets the following Title IV-E competencies:

1.1–1.5, 2.1, 2.2, 2.5, 2.17, 2.19, 2.20, 2.22, 3.1–3.5, 4.2, 4.3, 4.5, 4.6, 4.9, 4.10, 5.2, 6.3, 6.4,7.5, 7.6, 8.9

COURSE REQUIREMENTS

TEXTBOOKS AND READING ASSIGNMENTS

Required Texts

Homan, M. S. (2008). *Promoting community change: Making it happen the real World* (4th ed.). Pacific Grove, CA: Brooks/Cole.

See Topic Outline and Assignments for required readings in Class Reader. You may purchase your Reader at Maple Press, 481 East San Carlos Street

LEARNING EXPERIENCES AND CLASSROOM PROTOCOL

The format for this course is that of a seminar. It emphasizes class discussion and student participation. Students are expected to take responsibility for their own learning. This means that you should come to

class prepared to discuss readings, and to examine critically readings and lecture material, and debate the applicability and utility of such information for community social work practice.

Various teaching methods, including lecture, videos, guest speakers, role plays and small group exercises, will be used to illustrate knowledge and skills in community social work practice. Students will also engage in hands-on activities to facilitate acquisition of community practice-related skills. This will include attending a City Council meeting (see assignment information for alternatives to other types of meetings), and an in-class group presentation on a community social work intervention proposal.

Please communicate with me regarding any concerns about the course and your progress. I take very seriously the responsibility of grading your work and will always strive to be fair in my evaluations. My guidelines on contested grades is as follows: If you are unhappy 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. I also ask that you have ready specific reasons why you believe the grade to be inaccurate and to come prepared to discuss grade you think you deserve. I will take your thoughts seriously and will listen earnestly to each request and judge it on its merits.

Chronic tardiness, more than one unexcused absence, and disruptive behavior (including the use of laptops for other than class-related activities) and/or inattentiveness will be reflected in the participation grade. 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).

Note Regarding Furlough

Due to state budget cuts, San José State University will offer reduced services on during certain days of the semester, and most staff members and faculty will be on furlough (not on campus). The required university dates are Feb. 15 & 26, and May 6. Aside from these 3 days, faculty are also required to take 6 additional furlough days. I will take my furlough days on those other than when we have class. Please check with me to learn about my furlough dates. Remember that placing a phone call or emailing will not be answered until the next business day.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. You students should be aware of the current deadlines and penalties for adding and dropping classes.

ASSIGNMENT AND GRADING POLICY

<u>Assignments</u>	<u>Points</u>	<u>Grading System</u>
Community Assessment Paper	30%	98-100 = A+ 73-76 = C
Intervention Group Paper (group grade)	25%	93-97 = A 70-72 = C-
Special Meeting	15%	90-92 = A- 67-69 = D+
Class Presentation (individual grade)	15%	87-89 = B+ 63-66 = D
Class Participation	<u>15%</u>	83-86 = B 60-62 = D-
Total	100%	80-82 = B- 0-59 = F 77-79 = C+

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.

Formatting Requirements for Papers

The Publication Manual of the American Psychological Association 6th edition, is the style manual adopted by the Masters in Social Work Program. Papers must be typed double-spaced (Times Roman font in pica 11 or 12), 1" margins, and properly documented with citations of material used from other authors or sources (please read section on Grading and Evaluation Criteria at end of the syllabus. Also, see Student Handbook for additional information). All papers should be written in standard/formal English. Because of the nature of this course, it is expected that professional language is employed. Avoid slang and refrain from overuse of jargon. If you need editorial assistance please consult with the instructor.

Community Social Work Assessment Assignment

30 Points

This assignment requires that the student conduct research on a given community. This community is either where s/he is placed during the second year of field practice, or a chosen community where services are delivered by the agency. Some exceptions apply regarding the chosen community. For example, the chosen community could be where the student is actively involved as a community member/activist or resident. *See attached detailed guidelines for completing assignment.*

Due date: Session 6, 3/7

Special Meeting**15 Points**

Since much of what community social work is related to larger macro systems of local, county, and state governmental bodies, your assignment is to attend a City Council or Board of Supervisors County (alternatives are: School Board, City, County of State Commission) meeting in the town/city of your choice (could be your city), and write a 2-page process recording paper about the experience. Students will receive further guidance on this assignment. *See attached detailed guidelines for completing assignment.*

Due date: Session 8, 3/21**Community Social Work Intervention Plan Assignment****25 points**

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. (2008). Taking action – Strategies and tactics. *Promoting community change: Making it happen the real world* (4th ed., pp. 397-435). Pacific Grove, CA: Brooks/Cole. *See attached detailed guidelines for completing assignment.*

Due date: Session 14, 5/4**The Class Presentation**

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 the details suggested by the **community social work intervention plan assignment guidelines**.

Presentation Grading Matrix (15 points)

Content Information related to the topic and intervention proposal (5 points)

Organization, flow, professional delivery and expression - including appropriate interaction with other presenters (5 points)

Creativity, clarity, creativeness, good use of time, and appropriateness of information displays (e.g., Visual Aids) (5 points)

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.**

Class Participation

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, and be aware that laptop computers cannot be used in class. The use of laptops for personal purposes is considered disruptive to class. No cell phone or computer usage allowed during class time. 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 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).

Submitting Papers

It is important that papers are submitted on time. Please note that I am unable to accept papers online. On assignment related to a group grade require that you show up for sessions where group discussions or presentations will take place. Note that a group grade may be impacted by members who do not complete the assignment requirements. Depending on the assignment, a late submission will have a 5 to 10 point deducted from the total points. If you are submitting a late assignment, you must first communicate with me regarding the circumstances and either 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. Please note that the final paper (e.g., final community proposal group paper) will only be accepted on the due date.

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Academic integrity

Students should know that the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the

University's integrity policy, require 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 website for Student Conduct and Ethical Development 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 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 DRC (Disability Resource Center) to establish a record of their disability.

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.

Note: In case we are not equipped with an in-classroom power point projector. Please inform me at least one week prior to the presentation if you will need one for your presentation. Because only faculty can reserve and pick up the projector from the IRC, we will need to meet there 15 minutes before class starts so you can get it from me. It is your responsibility to make sure it's in working condition before you do your presentation. Also, you will need to return it back to the RIC.

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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located 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 is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center (Optional)

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. Website of Peer Mentor Center is located at <http://www.sjsu.edu/muse/peermentor/> .

TOPIC OUTLINE AND ASSIGNMENTS

Session 1, 1/31

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 2, 2/7

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. Tropicman. *Strategies of community intervention* (6th ed., pp. 65-100). Illinois: Peacock. In Reader.

Session 3, 2/14

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. (2008). Understanding the challenge to change. *Promoting community*

change: Making it happen the real world (4th ed., pp. 5-30). Pacific Grove, CA: Brooks/Cole.

Recommended Assignment:

Homan, M. S. (2008). Relating community change to professional practice. *Promoting community change: Making it happen the real world* (4th ed., pp. 64-83). Pacific Grove, CA: Brooks/Cole.

Session 4, 2/21

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. (2008). Theoretical frameworks for community change. *Promoting community change: Making it happen the real world* (4th ed., pp. 33-60). 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, 2/28

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. (2008). Knowing your community. *Promoting community change: Making it happen the real world* (4th ed., pp. 147-77). Pacific Grove, CA: Brooks/Cole.

Recommended Assignment:

Homan, M. S. (2008). Power. *Promoting community change: Making it happen the real world* (4th ed., pp. 179-202). Pacific Grove, CA: Brooks/Cole.

Session 6, 3/7

Community Social Work: Issues of Gender and Transgender Populations

Issues of sexism; organizing women and transgender population groups.

Assignment:

Hyde C., (2001). Experiences of women activists: Implications for community organizing theory and practice. In J. E. Tropman, J. L. Erlich, and J. Rothman. *Tactics and techniques of community intervention* (4th ed., pp. 75-84). Illinois: Peacock. In Reader.

Community Social Work Assessment Assignment Due

Session 7, 3/14

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. (2008). Putting yourself in the picture. *Promoting community change: Making it happen the real world* (4th ed., pp. 86-105). Pacific Grove, CA: Brooks/Cole.

Recommended Assignment:

Homan, M. S. (2008). Taming the green-eyed monster: using information technology and communications technology. *Promoting community change: Making it happen the real world* (4th ed., pp. 107-145). Pacific Grove, CA: Brooks/Cole.

Session 8, 3/21

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. In Reader.

Recommended Assignment:

Homan, M. S. (2008). People – The most valued resource. *Promoting community change: Making it happen the real world* (4th ed., pp. 233-258). Pacific Grove, CA: Brooks/Cole.

Special Meeting Paper Due

Session 9, 4/4

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. (2008). Taking action – Strategies and tactics. *Promoting community change: Making it happen the real world* (4th ed., pp. 397-435). Pacific Grove, CA: Brooks/Cole.

Homan, M. S. (2008). Raising other resources. *Promoting community change: Making it happen the real world* (4th ed., pp. 261-317). Pacific Grove, CA: Brooks/Cole.

Recommended Assignment:

Homan, M. S. (2008). People – Getting the word out. *Promoting community change: Making it happen the real world* (4th ed., pp. 319-347). Pacific Grove, CA: Brooks/Cole.

March 30 Cesar Chavez Day and Spring Break (campus closed)

Session 10, 4/11

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, 4/18

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. In Reader.

Session 12, 13, 14, 4/25, 5/2 & 5/9

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 14, 5/9 Community Social Work Intervention Proposal Group Assignment
Paper Due**

Session 15, 5/16

Course wrap-up and evaluation of course.

Community Social Work Assessment Assignment Guidelines 30 Points

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**. While it is evident that some communities have challenges it is important also to write from a “**strengths perspective**.”

The paper must include the following:

- 1) Geographic boundaries - lines that divide a neighborhood (i.e., mountain, river, freeway, city line), or a voting district lines (2 points).
- 2) 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). (4 points)
- 3) Significant U.S. Census demographic. These should include **data** and **interpretation** of census regarding size of population, ethnic/racial, age, sex descriptors, economic indicators (i.e., income, unemployment, etc.). (4 points)
- 4) 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). (3 points)
- 5) Voting district lines at the Federal level, State level, county level, and city level (unless unincorporated). (2 points)
- 6) 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**. (3 points)

- 7) 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). (3 points)
- 8) 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. (4 points)

Integrate into your analysis the following: (5 Points)

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

Is there ongoing tension between various racial, ethnic, socioeconomic or other groups in the area?

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?

Explain, on what basis do you reach your conclusion?

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.

Due date: Session 6, 3/7

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?

Due date: Session 8, 3/21

Good luck!

Community Social Work Intervention Plan Assignment Guidelines 25 points

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. (2008). 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:

- 1) **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).** (2 points)
- 2) A context or foundation for describing the problem/issue (e.g., What is the problem? Where is it located? Why does it exist?). (3 points)
- 3) The literature review, the interview(s) and field observation **to assess the problem or issue.** (3 points)
- 4) Information that clarify the values that underline the problem/issue. (1 point)
- 5) Information on the community needs, challenges or deficits as well as assets. This includes information from a strengths-based and asset-based perspective.(1 point)
- 6) A description of important power centers around this problem/issue and their role in creating or resolving it. (1 point)

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.

- 7) **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. (2 points)
- 8) Make sure to add the literature on the 3 Rothman models, with a special emphasis on describing the chosen model. (5 points)
- 9) Describe and illustrate the **goal, strategies, and tactics** suggested for the community social work model intervention plan **as discussed in class**. (3 points)
- 10) Include the expected outcome or the final result of the intervention. (3 points)
- 11) Include information on the role and responsibilities of those carrying out the intervention. (1 point)

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, date) only once after as a source for each interview.

Due date: Session 14, 5/9

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San José State University
Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

FIRES EARTHQUAKES AND OTHER DISASTERS:

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.

¹Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

²Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³According to SJSU Academic Senate policy F88-10, "... plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work" (http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES:

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.
- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.