

SHAW UNIVERSITY
Department of Social Sciences
Social Work (SOW) 377-50
Social Work Practice with Organizations and Communities (3 Credit Hours)
Prerequisites: SOW 210, 235, 301, 302, 303, 342, 371, & 373

Instructor:
Office:
Classroom:
Office Hours:

and by Appointment
Telephone:

E-mail:

Social Work Program Mission

The mission of Shaw University's baccalaureate social work program is to prepare and graduate competent and principled social work majors at the generalist practice, entry level of the profession for service, advocacy, and leadership and to prepare students for successful graduate education.

Social Work Program Goals

Graduates of the Shaw University Social Work Program will:

1. Serve diverse client systems with respect, dignity, integrity, and competence. Serving diverse client systems includes using such methods of intervention as providing direct services, advocating, collaborating, and empowering clients.
2. Seek and obtain leadership positions in their chosen field of practice and in positions of leadership in the profession, communities, and society;
3. Advocate for societal systems and economic changes that improve the lives of those experiencing a range of life circumstances and conditions that impede optimal social functioning;
4. Engage in life-long learning by building on their baccalaureate social work education. Life-long learning includes attending social work graduate school, participating in continuing education offerings, using supervision, engaging in self-development and personal growth and activities, and other means that contribute to enhancing one's effectiveness and contributions as a professional social worker;
5. Work for social and economic justice for all people, with a special focus on populations at-risk, oppressed and disadvantaged populations, in order to improve the quality of life and help them achieve acceptance, tolerance, and full participation in society. By example, our graduates will be role models in advocating for acceptance,

tolerance, equality, and eliminating discrimination.

Program Learning Outcomes (PLOs)

1. Apply critical thinking and analytical skills in generalist social work practice.
2. Incorporate and apply social work values, ethical principles and standards in generalist practice with all client systems.
3. Practice without discrimination and demonstrate cultural competence, knowledge, and skills related to clients' age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation with respect, dignity, worth, and recognition of the potential of all people.
4. Practice with diverse client systems without discrimination, facilitated by demonstrated knowledge of the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Demonstrate knowledge of and interpret the history of the profession, its historical roots, its contemporary structures and issues and the roles of social workers.
6. Apply generalist social work knowledge, skills, and practice experience to intervene, problem solve and advocate at the micro, mezzo, and macro levels.
7. Apply evidence-based theoretical frameworks to understand individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities.
8. Critically analyze, formulate, and influence social policies.
9. Evaluate, interpret, and analyze research studies and apply research findings to practice, programs, and policies and evaluate one's practice interventions.
10. Use communication skills differentially across client populations and with colleagues, and communities.
11. Use professional development methods such as supervision, consultation, continuing education, graduate school, and participation in professional organizations for life-long service, advocacy, and leadership.
12. Practice within organizations and service delivery systems to effect social and organizational changes.

Course Description

Social Work with Organizations and Communities is the fourth of Shaw University's Social Work Program's four part Generalist Practice course sequence. This course is designed to provide students with the knowledge and practice skills for generalist practice with organizations and communities. This course provides students with theoretical and conceptual frameworks of macro practice. It provides students with the knowledge of community and organizational environments.

The course includes discussions and explores the influences of political, cultural, social, and economic forces that affect organizations and agencies. The course prepares social work students with critical information and skills for dealing with organizations and communities. Students will learn methods, processes, and skills to become effective change agents.

Student Learning Outcomes (SLOs)

At the completion of this course, students will:	Measurement Tools	Linkage to Program Learning Outcomes
1. Define macro practice and identify micro and mezzo skills that contribute to the macro level change.	Exam Questions	PLO #3, 4, 6
2. Demonstrate macro strategies and skills for bringing about positive and planned change in organizations and communities.	Exam Questions	PLO #4, 6, 12
3. Apply conceptual and theoretical concepts to organizational behaviors to effect change.	Exam Questions Assignments	PLO #1, 7, 12
4. Apply knowledge and skills to engage clients in an appropriate working relationships; identifying issues; collecting and assessing information, and; planning interventions to meet clients' needs.	Assignments	PLO #2, 3, 6
5. Identify multicultural and diversity issues at the macro level practice.	Exam Questions Class Participation	PLO #3, 4
6. Use critical thinking skills and analysis to understand organizational systems and environments and address organizational issues.	Community Analysis Paper	PLO #1, 12
7. Identify the "Seven Step Planned Change Model" and apply it to a case study.	Exam Questions	PLO #1, 6

At the completion of this course, students will:	Measurement Tools	Linkage to Program Learning Outcomes
8. Integrate micro, mezzo, and macro practice knowledge and skills to approach problem solving and effect change in generalist practice settings.	Exam Questions	PLO #6
9. Demonstrate and apply macro practice skills to influence the policy formulation and change process on behalf of clients.		PLO #8, 12
10. Develop new programs/projects and evaluate program outcomes and practice effectiveness.	Assignments	PLO #6, 9
11. Analyze, develop, and provide leadership at the macro level practice.	Assignments Class Participation	PLO #11, 12

Required Text

Kirst-Ashman, K.K., & Hull, G. H. Jr. (2006). *Generalist Practice with Organizations and Communities* (3rd ed.), Belmont, CA: Thomson.

Reading Assignments

Each student is expected to read all assigned materials **prior** to class and fully participate in class discussions and activities. Reading assignments will also include professional journal articles and relevant, current new periodicals. Each student is expected to read a daily newspaper, print or electronic, and encouraged to bring articles relative to social work macro issues to class.

Course Requirements

Students are expected to:

1. Attend all classes.
2. Participate in classroom discussion actively.
3. Take two exams as scheduled.
4. Submit two (Interim Progress and Final Term) papers by due dates.
5. Read assigned text readings and articles.
6. Observe the Shaw University "Student Classroom Decorum Expectations".

1. Class Attendance

The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed
3	3
2	2
1	1

Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.

After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences

Number Greater Than Excused Absences	Points Earned
1	4
2	3
3	2
4	1
5 or more	0

2. Class Participation

Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a

discipline's conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:

SHAW UNIVERSITY

Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Interaction/ participation in classroom learning activities	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class
Engagement in the electronic/ email learning forum	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
Professional attitude and demeanor	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
Punctuality	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

3. Examinations

Two written examinations (mid-term and final) will be given during the semester covering content from the text, lectures, and other readings. The examination questions may be a combination of multiple choice, matching, and short answers.

Two examinations are tentatively scheduled as follows:

Mid-term Exam:

Final Exam:

If a student fails to take an exam as scheduled, it is his/her responsibility to inform the instructor immediately. If the failure to take an exam was caused by a legitimate reason, the student may be given a make-up exam. Otherwise, a zero will be recorded for that particular exam.

****Make-up Exam Policy****

If a student cannot take an exam as scheduled, it is the student's responsibility to inform the instructor of the situation before the exam date. If a student's failure to take an exam was caused by an unexpected emergency situation, the student should come to the instructor **immediately after** return to the class and make arrangements to take the exam.

Only when a failure to take an exam was caused by a legitimate reason – either an absence was excused by the instructor or is officially excused by the University – the student may be given an essay or similarly structured make-up exam.

If an absence is officially excused by the university, the student must submit a copy of the University's Official Excused Form in order to take a make-up exam. This must be submitted upon the student's return to class. If this requirement is not met, a zero will be recorded for that particular exam.

4. Term Paper: Community Analysis

Social workers should develop a thorough understanding of community structure and dynamics before actively intervening in a community. They develop understanding of community by gathering information from a variety of sources, and by critically analyzing the information collected. Careful analysis of community data provides an essential foundation for effective intervention.

For the community analysis paper, students are expected to:

1. Select a geographic community for study, using guidelines discussed in class.
2. Prepare a community profile using criteria handed out in class. Base the profile on a combination of observation, printed information, and interviews that you conduct.
 - Gather printed information from a variety of sources such as city and/or county government, a local planning council, neighborhood associations, public library, local newspapers and relevant Internet websites.
 - Conduct interviews with several community residents and leaders to identify potential community problems/issues and resources existing in a community.

3. Students may use maps and photos to illustrate issues in the community. For example, photos of the schools, churches, or hospitals can indicate the major situations of the community. The photos must have captions.

*Detailed guidelines for the community analysis paper are attached to this syllabus.

A mid-semester interim progress paper will be submitted to support the final paper. Although this mid-semester interim progress paper is ungraded, failure to complete and submit this paper by the due date will undermine the student's ability to participate in class activities and lessen his/her opportunity for gaining helpful feedback for writing the final term paper. Final term paper should be 8-10 pages in length, excluding title and references pages. Paper should follow the APA writing style: double-spaced with standard margins, a standard 12-point typeface, page numbers, and stapled.

The due dates for the papers are:

Interim progress paper:

Final term paper:

**Basically, five (5) points will be deducted from the final grade of term paper that is submitted after the due date. Additionally, 2 points will be deducted for each day after the due date.

Course Evaluation

Final grade will be determined based on the followings:

Attendance:	5 points
Class Participation:	5 points
Mid-term Exam:	30 points
Final Exam:	40 points
<u>Final Term Paper:</u>	<u>20 points</u>
Total	100 points

Grading Scale

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

Note: The minimum passing grade for students majoring in the Department of Social Sciences is C.

Disabilities and Accommodations

If a student is a person with a disability and anticipates needing accommodations of any type in order to participate in the class, he/she must notify Student Disability Services (Counseling Center at 919-546-8525), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, the student should arrange to meet with the professor privately in order to implement these accommodations.

Academic Dishonesty

It is the philosophy of Shaw University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. A student who plagiarizes or cheats — whether giving or receiving information — will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course.

Course Advisement

All students are encouraged to meet with the professor as early and as often as he or she feels the need. Students who have academic difficulty may be referred to the AAA Center for additional assistance and advisement.

Student Classroom Decorum Expectations

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates; disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress.

Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior constructed by the professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.

= Course Calendar =

Class Date	SLOs	Content of Class or Unit	Readings	Methods of Instruction	Related Assignment	Teaching Resources	Outcome Measures
W1		Intro to course and expectations	Syllabus Guidelines for CA	-Introduction -Discussion	Sign on to Blackboard	-Handouts	
W1	SLO #1	Generalist Prac. with Orgs & Comms -Key Dimensions in the Generalist Practice (G.P.) -Seven Steps in Planned Change Process	Textbook, Chapter 1	-Lecture		-OHP -Handouts	-Exam Qs
Martin Luther King, Jr., Holiday – No Class!!							
Library Visit for Community Analysis							
W3	SLO #1, 8	Micro Skills in the Macro Environment -Nonverbal & Verbal Responses -Assertiveness -Conflict Resolution	Textbook, Chapter 2	-Lecture		-OHP, -Handouts	-Exam Qs
W4	SLO #1, 8	Mezzo Skills in the Macro Environment -Networking -Planning & Conducting Successful Meetings	Chapter 3	-Lecture -Group discussion		-OHP	-Exam Qs
W5	SLO #3	Understanding Organizations -Key Terms in Systems Theories -Organizational Theories -TQM	Chapter 4	-Lecture		-OHP -Handouts	-Exam Qs
W6	SLO #7, 8	Organizational Change -PREPARE: Assessment of CO Change	Chapter 5	-Lecture		-OHP -Handouts	-Exam Qs
W7	SLO #2, 10	How to Improve Macro Intervention -IMAGINE in Organizational Change	Chapter 6	-Lecture -Class Discussion		-OHP	-Exam Qs -Assignments
“MID-TERM EXAM”							
Community Analysis Review							

Class Date	SLOs	Content of Class or Unit	Readings	Methods of Instruction	Related Assignment	Teaching Resources	Outcome Measures
W9	SLO #4	Project Implementation & Program Development -PERT Chart -IMAGINE in Program Development	Chapter 7	-Lecture -Class Activity	-PERT Chart	-OHP -Handouts	-Assignments
W10	SLO #2, 6	Understanding Communities -Types of Community -Theories of Community *Community Analysis	Chapter 8	-Lecture -Review and Discussion	Community Analysis (First Draft)	-OHP -Handouts	-Term Paper
Easter and Spring Break – No Classes!!							
W12	SLO #4, 7	Macro Prac. In Communities -Roles of Social Workers -Application of PREPARE & IMAGINE	Chapter 9	-Lecture -Class Activity		-OHP -VCR & TV	-Exam Qs
W13	SLO #9	Evaluating Macro Practice -Purposes of Program Evaluation -Types of Evaluation -Stages in Evaluation	Chapter 10	-Lecture -Class Activity	Needs Assessment	-OHP -Handouts	-Exam Qs. -Assignments
W14	SLO #2, 5, 9	Advocacy & Social Action -Principles of macro-level advocacy -Empowerment	Chapter 11 Articles	-Lecture -Class Discussion		-OHP -Handouts	-Class Participation
W15	SLO #3, 6	Ethical Dilemmas in Macro Practice “Code of Ethics” “Ethical Principles Screen”	Chapter 12 Articles	-Lecture -Group Discussion		-OHP -NASW ‘Code of Ethics’	-Exam Qs
“Final Term Paper Due”							
W16	SLO #6, 10	Working with the Courts -Key Terms in Court -General Rules in Testimony Preparation in Court	Chap 13	-Lecture -Role Play		-OHP -Guest Speaker	-Exam Qs

Class Date	SLOs	Content of Class or Unit	Readings	Methods of Instruction	Related Assignment	Teaching Resources	Outcome Measures
W17	SLO #2, 4, 10	Developing & Managing Agency Resources -Working with the Media -Fund-raising -Grant Proposal	Chapter 14	-Lecture		-OHP -Handouts	-Exam Qs -Assignments
“FINAL EXAM”							

Student Guidelines (Instructor)

1. Turn off beepers, pagers, cell phones, and any other electronic devices including CD players in class.
2. Eating food, drinking, sleeping, improper sitting, and wearing sunglasses, hats/caps are prohibited in class.
3. Do not talk with classmates about irrelevant subjects in class.
4. If you leave classroom before the class is over without instructor’s permission, it will be regarded as being absent.
5. Read the Shaw University “Student Classroom Decorum Expectations” carefully and abide by them strictly.
6. Reread the course syllabus.

*If a student fails to abide by the Shaw University “Student Classroom Decorum Expectations” or instructor’s “Student Guidelines”, he or she will receive penalty points for a certain behavior described above.

Bibliography

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= GRADING CRITERIA FOR COMMUNITY ANALYSIS PAPER =
 (SOW 377-50 / Social Work Practice with Organizations & Communities)

STUDENT NAME: _____

Criteria	Points
Inclusion of Components -Did your paper include and address the required contents/subjects?	0 1 2
Structure -Did your final paper have clear headings for each section? -Did you attach the photos and maps to illustrate issues in community to the final paper? (The photographs must have captions)	0 1 2
Writing -Did your paper demonstrate correct use of grammar, punctuation, and spelling? -Did your paper have proper composition and documentation? (Refer to APA Writing Manual)	0 1 2 3
Comprehension & Clarity -Did the paper demonstrate that you understood the resources and strengths of the community clearly? -Did the paper demonstrate that you understood the issues and /or problems of the community clearly?	0 1 2 3 4 5
Critical/Original Thinking -How well did you analyze and give interpretations to the information collected? -How well did you identify and suggest possible solutions to the problem/issue in the community considering the strengths and weakness of the community, especially in conclusion?	0 1 2 3 4 5
Final paper must be typed, double-spaced with standard margins, a 12-point Times New Roman font, page numbers, and stapled.	0 1 2 3
Total Points (Out of 20)	
**Comments:	

= Guidelines for Community Analysis Paper =

This handout is for community analysis paper. Studies will be conducted from a social work perspective with an eye towards: understanding the well-being and life chances of all community residents; assessing of problems and strengths of the community; and thinking about ways to empower residents and improve the quality of life in the community. The community analysis consists of three main parts: (1) observation of the community, (2) analysis of secondary data, i.e., census materials, (3) interviews with key informants.

Implementation Procedure

1. May conduct this community analysis individually or in a small group (2-3 students).
2. Choose a neighborhood/community in North Carolina to study.
3. If you decided to work in a group, work together by dividing up the assignments to fit the strengths and interests of your group members.
4. Share the information collected and exchange opinions among group members.
5. However, write analysis paper individually.

Presentation & format of community analysis paper

- A. Cover page
- B. Table of contents
- C. Observation of the community
- D. Analysis of secondary data for the community
- E. Interviews with key informants
- F. Major problems/concerns of the community
- G. Capacities/strengths of the community
- H. Efforts in the community underway to address the problem(s) and/or concern(s)
- I. Conclusion

***Note:**

1. Make sure and spend some time on making your analysis professional, organized and easy to follow. It should have clear headings for each section. It should not have any typographical, grammar or spelling errors.
2. It is important to attend to the proper use of appendices, charts, tables, and photos that help the reader understand the analysis your are presenting. These should help to summarize information in your analysis rather than just cluttering narrative.

Focuses of the paper

- Clear understanding of community resources and strengths
- Clear understanding of issues/problems of the community
- Thorough analysis
- Original thinking and insight
- Proper grammar, composition, documentation, and proofreading

*This paper should more **focus on the analysis and interpretation** on the data gathered rather than just arranging in a row.

A note on safely conducting community studies

- Remember to take precautions to ensure your and your fellow student's safety.
- You are encouraged to conduct observations and interviews in pairs. One student can be taking notes while your partner interviews and/or observes.
- Do not conduct fieldwork in the evening or after dark.
- When you set up interviews, make sure that others know where you are and, if possible, set them up in public spaces.
- If you have any questions, please see the instructor.

A. Cover Page

- Identifies the name and location of the community.
- Should also identify group members and the date.
- Needs to be presented in a professional lay out. Refer to the American Psychological Association (APA) Publication Manual (5th edition).

B. Table of Contents

Presents your analysis outline with page numbers.

C. Section #1. Observation of the Community

The first section of the community analysis is an observational study of the community. You are encouraged to work together. Make sure that the group covers the entire community for this assignment.

Walk, sit or stand on a corner, and also drive slowly through your part of the community. Put on your "observation lenses." You are a social work detective. Try to gather as much information about the community as you can by simply looking.

Geographic characteristics

- What is the name of the community?
- What is the geography of community?
- What are the main geographical boundaries and natural barriers?
- Is the community geographically isolated or cut off from surrounding neighborhoods?

Economic characteristics

- Is there any evidence of what do people do for a living?
- What kind of commercial enterprises do you see?
- Do you see evidence of unemployment?
- Are there grocery stores? What types of grocery store?
- What type of transportation (public, private) is available?
How accessible is transportation?
- What kinds of automobiles are prominent? Are people working on them?

Social characteristics

- What kinds of people (social class, race, ethnicity, and age) are observed?
- How do people react (hostile, friendly, indifferent, curious) to you?
- Are there many churches? What denominations are present? What condition are the

buildings?

- Are there formal or informal meeting places (coffee shops, meeting halls, clubs, associations, and etc)?
- Are there social agencies and what kinds of agencies are they?
- How many bars or taverns are located in the community? What types of bars and taverns are they?
- What types of parks or recreational areas are present? What is their condition?
- What are housing conditions like? (upkeep, quality, rental, family owned, special features)
- Is housing for sale?
- Is there evidence of construction or home repair?
- Are there distinct sub-communities within the larger community?

Political characteristics

- What is the condition of roads, sidewalks, garbage collection, and other services?
- Are there any signs of political activity? (bumper stickers, political offices)
- What kinds of schools are located in the community? What is their condition?
- Is there a local library?
- Are there local newspapers?
- What kinds of voluntary agencies are located in the community?

***Writing the section**

1. It is important to keep notes of your observations, thoughts, revelations and so forth. These are essential to writing the section.
2. Organize the essay beginning with your general impressions of the community.
3. Substantiate these impressions with details of your observations.
4. Draw conclusions about the issues facing this community and the community's resources, but remember to base your conclusions on your observations.
5. You may comment that your observations seem to substantiate your prior impressions, but be sure to base your comments on what you see.
6. Note the conditions of your observation, including day, hours observed, weather conditions, and other information that may have affected your observations.
7. Attaching a map of the community may be helpful.
8. Although you may be observing only a part of the community, get your bearings about the surrounding neighborhood.
9. How does your section compare to the community at large or to areas that lie adjacent?
10. Remember: Detail and detail!

D. Section #2. Analysis of Secondary Data

This section of the community analysis requires you to find and analyze census materials about your community. Reference librarians at the Thomas Cooper Library will do their best to help you find these materials. The following is the basic information to be included in section #2.

Population

- Population size and mobility
- Population by race, ethnic origin, age, and gender
- Marital status (15 years old and over)
- Religious affiliations
- Disability status

Educational level

- Median educational level of adult population
- Median educational level of men and women
- Educational level of major minority / ethnic groups
- School dropout rate?

Local economics and business

- Types of occupation of residents
- Labor force status (employed or unemployed)
- Major business, industries and products
- Are major business locally owned or controlled by person outside the community?

Income

- Income by type
- Income resources
- Poverty status: Number of persons/families below the official poverty line

Housing

- Types of housing, household size, family type, homeownership
- Housing units, persons in unit, vacancies, plumbing and kitchen facilities

***Community Profile based on Census Data**

1. Review the census data for your community. Photocopy or print out some of the most important and interesting tables. Make sure you note the source (include the library reference number, table number, page number, and any other identifying information) so you can find it again if needed. You may attach and refer to these in your paper.
2. Write about what you learned. What major conclusions do you draw about this community based on census data? For example, what is the population distribution, income and wealth distribution, racial/ethnic composition, family composition, marital status, occupational structure, family size, poverty level, unemployment level, and so forth.
3. What do you surmise or conclude based on this demographic profile? Are there data that stand out, such as a higher than average poverty level, a large proportion of elders, large average family size, large percentage of extended family households, unemployment rate? What might these patterns mean?
4. Compare the information to another jurisdiction. Each member of the group should choose another jurisdiction to compare to the community. How does your community compare to the other jurisdiction? A table that lists key variables and the two jurisdictions are an excellent way to present these data.

5. What tentative conclusions do you draw from the community data? What might be potential problems and strengths of this community based on what you learned from the census materials? How does what you learn from the census compare to your observations of the community? For example, does this new information conflict or support your observations?

E. Section #3. Interviews with Key Informants

This section of the community analysis is designed to give you or your group a thorough understanding of community resources and history. It is also designed to give you experience doing a key informant interview. It should help you assess a range of strengths and needs as well as problematic situations in the community, particularly as these relate to your target population.

The section is divided into four topics: Community history; Community leadership, politics and government; Community human services; and, Community economics. Each group member should take one topic.

Steps in Research

1. Begin your research into each topic by finding out facts about each topic. Contact organizations and people in the community or outside the community who know about your topic.
 - Those who are studying the human service sector might obtain a list of human service organizations and churches. Those studying political system might find out about the formal political structure. Those studying the economic sector could obtain a list of businesses in the area. The human services, political, and economic resources sections requires the collection of materials from such places as libraries, City Hall, United Way, agencies, directories, etc.
 - Those studying the history could read about the community's history in the newspaper archives or at the local historical society or local library. The community history section will require some library research and an interview with a local history buff or at least someone who knows about recent history.
2. Conduct an informant interview with someone who is good resource about your topic. The interviewee can be diverse including general resident of the community. Guidelines for each subject will be given. Read every section of the assignment because they are all interconnected, but concentrate on your chosen topic. Interview in pairs if possible.
3. The write up will focus on the informant interview, but will include the facts and data you collect. Describe the setting, the person, how the interview went, what key issues the informant addressed, what issues the informant did not discuss, and finally, what you've learned from the interviews. The objective of this assessment is to get a feel for how your community operates from the perspective of your informant. Your essay should reflect solid information. You may attach lists of agencies, businesses, etc., to your essay, but don't get bogged down with endless details and inventories.
4. Conclude your essay with an evaluation of the strengths and weakness of your community and an analysis of issues or problems raised by interviews. What more did you learn about your target population and the ideas of your informant concerning this group?

How to Conduct an Informant Interview

This kind of interview is to have a few open-ended questions to guide the conversation. It should be a pleasant, relaxed, kind of discussion, but to keep the point of topic and allow the interviewee to do most of the talking. The interviewer should be a stimulator of the conversation. During the interview, you try to get a 'feel' for the community from someone who has long experience in the community. Interview length will depend on situation. You may want to hold off on interviews with very busy persons until later or perhaps talk to them on the phone, but focus on people who can spend 45-90 minutes with you.

Before the Interview

Identify some "key informants" who know something about your topic. These should be people who have long-standing familiarity with the community and have a sense of community's development.

Prepare no more than 10 open-ended questions that you want to cover in the interview. Put them in an order that approximates a conversation. In other words, the questions should follow one another logically and naturally. Don't spend time in the interview filling out a questionnaire or asking a lot of specific questions.

During the Interview

Begin by chatting informally and getting to know each other.

Explain again (you have already explained the reason for the interview when you made the appointment) who you are and why you are doing this interview. It's fine to say that this is an exercise for class, but also considering telling them you have heard, or you believe that they can really help you understand the community.

It is acceptable to tell the interviewee about yourself and your community if asked, but then move the focus back to interviewee. Answer questions about the project truthfully. You can use hypothetical situations to elicit information about how things are done in the community.

1. Take brief notes to be filled in after the interview. It helps to have two interviewers; one can write while the other is talking and listening. Do not tape record these interviews unless you have approval from the interviewee.
2. Be sure to ask the interviewee for referrals for additional interviews, ideas for where to locate materials, places to visit, and so on. You should go prepared with a list of information that you will need.
3. Make sure you have the correct spelling, title (if relevant), phone number, and address of the interviewee. We will be sending out thank you letters at the end of the semester. In the final paper, interviews must be referenced. Therefore, keep track of names, dates, and places (optional) of interviews.
4. End the interview by asking the interviewee if there is anything else you should know about the community. Be sure to thank the informant!

After the Interview

Immediately after the interview, reread your notes and fill in the blanks.

Try to remember direct quotes whenever possible. Record your impressions.