UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK WWW.SW.UH.EDU

COURSE TITLE/SECTION: SOCW 7397 Selected Topics in Social Work: Strategies for Community Development

TIME: Tuesday 1:00- 3:45 pm

FACULTY: Steven Applewhite**,** Ph.D. **OFFICE HOURS:** Thursday 12:00-3.00 p.m.

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This syllabus can be revised at instructor discretion.

I. Course

A. Catalog Description

Knowledge and skills in community development, social planning, and building healthy communities.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Identify ideological assumptions underlying community development theories with attention to sociopolitical influences affecting development.
2. Identify and articulate models of community development, social planning, advocacy, community building, and social action.
3. Identify the role of advocacy in community practice.
4. Discuss the regional, national, and global context of community development issues.
5. Apply analytical skills in the assessment of community infrastructures, resources and patterns of sustainability.
6. Identify principles and strategies for facilitating the involvement of diverse ethnic and community groups in community development initiatives.

7. Discuss technologies such as Geographic Information Systems (GIS) Community Mapping, Census Tracking and Asset Mapping and their relationship to assessment.

8. Plan and conduct a community needs assessment.

9. Develop skills for building healthy communities.

10. Analyze the impact of community development initiatives on the social, economic, and political viability of local communities.

III. Course Content

This course will include content on the following topical areas:

- Community development history and emerging trends
- Values and ethics in macro practice
- Theories and approaches to community practice
- Strength and empowerment perspectives
- Asset mapping, GIS technology and logic models
- Multicultural practice and global connectedness

IV. Course Structure

This course is a combination of lectures, field work, exams, group work, student presentations, and guest lectures. You are expected to come prepared to discuss assigned readings and contribute to class dialogue. Students will be assigned to a group for the duration of the semester and class time will be designated to work in small groups. In addition students are expected to go into a designated community to familiarize themselves with the community through field research. Field work is factored into your final grade.

V. Textbooks

Required

Netting, F.E. Kettner, P.M., McMurty, S.L.& Thomas, M.L. (2012). *Social work macro practice* (5th edition). New York: Allyn and Bacon.

Supplemental

Henderson, P. and Thomas, D.N. (2013). Skills in neighborhood work (4th edition). New York: Routledge.

Green, G. P. and Haines, A. (2008). Asset building & community Development (2nd edition). Los Angeles: Sage.

Eichler, M. (2007). Consensus organizing: Building communities of mutual self-interest. Los Angeles: Sage.

Recommended

Weil, M. (Ed.). (2005). T*he handbook of community practice*. Thousand Oaks, CA: Sage Publications.
Green, G. P. & Haines, A. (2008). *Asset building & community development* (2nd edition). Los Angeles: Sage.
Hickman, G. R. (2010). *Leading change in multiple contexts: Concepts and practices in organizational, community, political, social, and global change settings*. Los Angeles: Sage.
Hardcastle, D.A., Powers, P.R. & Wenocur, S. (2004). *Community practice: Theories and skills for social workers* (2nd edition). New York: Oxford University Press.
Healy, L.M. (2008). *International social work* (2nd ed.). New York: Oxford.
Hoefer, R. Advocacy practice for social justice (2nd edition). Chicago: Lyceum
Mapp, S.C. (2008). *Human rights and social justice in a global perspective*. New York: Oxford University Press
Burghardt, S. (2011). Macro practice in social work for the 21st century. Los Angeles: Sage.
Homan, M.S. (2011). Promoting community change.: Making it happen in the real world. Belmont, CA: Brooks/Cole/CENGAGE Learning.
Delgado, M. and Humm-Delgad, D. (2013). Asset assessments and community social work practice. New York: Oxford University Press.

VI Course Requirements

A. Community Needs Assessment and Intervention Plan

This assignment will enable you to develop skills in community needs assessment and intervention planning. The assignment is due week after Thanksgiving break followed by presentations. Part I, the Community Needs Assessment focuses on a specific problem and population in a Houston community. Part II, the Intervention Plan describes a comprehensive intervention strategy that addresses the identified problem.

<u>Part 1 – Community Needs Assessment</u> (10-12 pages)

- <u>Introduction (1 page)</u>. Provide an introduction to the problem, community and target population.

- <u>Community Profile & Assets</u> (4 pages). Compile statistics on your community in six major areas: history, environment, residents, organizations, communications and power and leadership. Include data on human capital, social capital, physical capital, cultural capital, economic capital, political

capital, and social service capital (see Netting Ch 6; Henderson and Thomas, Ch 4 & 5)

- Problem Statement & Target Population (4 page). Analyze and discuss a specific problem and contributing factors impacting a special population in the community. To complete this section, compile current statistics from several sources documenting the incidence and prevalence of the problem and the population affected. Document the duration, intensity and frequency of problem. (See Henderson and Thomas, Chapter 5, pp 76-80; Netting All Ch 3, All Ch 4, Ch 10, Task 1, pp. 335-336).

- Working Hypothesis of Etiology (1 page). Conclude Part I with a discussion describing your hypothesis of etiology based on the data compiled.

Examples of Problem Statement and Indicators

Example 1: There is a shortage of adequate public housing for low income populations in Houston with excessive delays in securing single family occupancy arrangement resulting in multifamily household overcrowding.

Indicators include statistics on type, location, and availability of safe, affordable, and livable public and private sector housing, occupancy rates by race/ethnicity/SES, eligibility criteria, waiting periods, availability of subsidized housing, available units with fair market rates, and discriminatory practices.

Example 2: Academic achievement levels are disproportionality lower in low income minority communities with predominately ethnic minority students compared to middle and upper income communities with non-ethnic student populations resulting in higher incidence of dropout rates, truancy, and poor achievement motivation.

Indicators include statistics on state test scores, enrollment, attendance and dropout rates, per capita (per pupil) spending by district, classroom size, teacher-pupil ratios, availability of school technology, special education, testing and evaluation services, extracurricular activities, language programs, volunteer resources, crime rates, average family size, family income levels, federal subsidized meals by grade levels, corporate private-public sector partnerships

Instructions for Part 2 – Intervention Plan (10-12 pages)

Based on your Needs Assessment that ended with a Hypothesis of Etiology, develop an Intervention Strategy to address the community problem. Include the following:

- Intervention Strategy (3 pages). Describe your Intervention Strategy (Ch 9, Tasks, 1-4. Chapter 10, Task 3, Activity B; Chapter 11,Task 1, Activity B).

- Tactics (2 pages). Describe the proposed tactics for this intervention. (See Chapter 10, pp 360-361. Tasks 1,B; Task 2,3,4).
- Logic Model (1 pages) Develop a logic model to describe your intervention following the model provided on neighborhood development.
- Planning & Intervention (4 pages). Describe the intervention plan with goals, objectives and evaluation plan (Chapter 11, pp 386-87, Task 1-7)
- Bibliography

B. Quizzes

There will be three quizzes over required readings. The quizzes will be scheduled for weeks 5, 9 and13 and will post on Blackboard on Friday and remain open through Sunday 11:59 pm. No variances will be granted for test taking times or dates.

C. Attendance & Class Participation

Students are required to attend class and actively participate in class discussion and group activities. Your final course grade will be lowered one half grade on the 3rd absence with continued deduction for each additional absence. Habitual tardiness (3) will be counted as an absence. Work related activities (conferences, on-call, staff meetings, etc.) do not constitute allowable absences or tardiness.

Cell phones, texting, and recording devices are not allowed in class. Laptops are a privilege and may be used for this class only, not for other classes, work, or internet browsing.

VII Evaluation and Grading

Community Assessment Paper	50%
Presentation	10%
Quizzes	30%
Attendance & Participation	10%
TOTAL:	100%

The following standard grading scale has been adopted for all courses taught in the college. This scale is used to assign final course letter grades.

A = 96- 100	C+ = 76- 76.9
A = 92- 95.9	C = 72- 75.9
B+ = 88- 91.9	C- = 68-71.9%
B = 84- 87.9	D = 64-67.9%
B- = 80-83.9%	

VIII. Policy on Grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for

informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. The mutually agreeable arrangements for an Incomplete must be worked out in order for students to complete the course requirements NLT early the next semester. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements. A grade of "I" must be changed by fulfilling course requirements within one year of the date awarded or it automatically revert to "F" (or "U" -Unsatisfactory- in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements; the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on APA Format and ACADEMIC DISHONESTY or PLAGIARISM

To avoid any confusion regarding plagiarism, please consult and use the APA style manual. The contents of ALL papers must use APA format and be fully and properly referenced, with credit given to any authors whose ideas you use. If you use direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation format. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. This also applies to any online non-journal-referred sources used. Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using papers from students who have previously taken this course as the basis for your work. This includes, but is not limited to submitting the same paper to more than one class. It also includes looking at another person's quiz or exam during testing. I will be using University licensed software or websites to check for plagiarized contents on selected papers. IF there is any doubt in your mind, you may be self accountable by using similar methods (i.e. TurnItIn.com) in advance of turning your paper in. IF you do so, confirm with me that you have done so and what percentage of your paper contains direct quotes. Papers with over 40% direct quotes are considered questionable creative graduate student efforts, even if referenced properly. The University Policy on Academic Dishonesty can be found in your UH Student Handbook. Any graduate student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an Incomplete for the class and will be referred to GCSW for a college level hearing with the recommendation that a grade of F be assigned for the course. Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

X Consultation

Office hours are Tuesday Wednesday and Thursday, 12:00 – 1:00. Alternate consultation can be arranged with instructor.

XI Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

BIBLIOGRAPHY

Supplemental Readings

Henderson, P. and Thomas, D.N. (2013). Skills in neighborhood work (4th edition). New York: Routledge.

Green, G. P. and Haines, A. (2008). Asset building & community Development (2nd edition). Los Angeles: Sage.

Eichler, M. (2007). Consensus organizing: Building communities of mutual self-interest. Los Angeles: Sage.

Chaskin, R.J., Brown, P., Venkatesh, S. and vidal, A. (2009). New Brunswick: Aldine Transaction.

Burghardt, S. (2011). Macro practice in social work for the 21st century. Los Angeles: Sage.

Homan, M.S. (2011). Promoting community change.: Making it happen in the real world. Belmont, CA: Brooks/Cole/CENGAGE Learning.

Delgado, M. and Humm-Delgad, D. (2013). Asset assessments and community social work practice. New York: Oxford University Press.

Books

Brown, M. J. (2006). *Building powerful community organizations*. Arlington, MA: Long Haul Press.

Cohen, R. & Cohen, J. (2000). *Chiseled in sand: Perspective on change in human services organizations*. Belmont, CA: Brooks/Cole.

Dalton, J., Elias, M.J. & Wanderman, A. (2007). *Community psychology: Linking individuals and communities* (2nd edition). Thompson-Wadsworth.

Rothman, J., Erlich, J. L., & Tropman, J.E. (2008). *Strategies of community intervention* (7th ed.). Dubuque, IA: Eddie Bowers Publishing.

Ezell, M. (2001). *Advocacy in the human services*. Belmont: CA: Brooks/Cole.

Jackson, R. L. (2001). The clubhouse model: Empowering applications of theory to generalist practice. Belmont: CA: Brooks/Cole.

Long, D. D., Tice, C.J. & Morrison, J. D. (2006). *Macro social work practice: A strengths perspective*. Belmont, CA: Brooks/Cole.

Rubin, H. J. & Rubin, I. S. (2001). Community organizing and development (3rd ed.). Needham Heights, MA: Allyn and Bacon.

Schneider, R. L. & Lester, L. (2001). Social work advocacy: A new framework for action. Belmont, CA: Brooks/Cole.

Tropman, J.E., Erlich, J.L. & Rothman, J. (2001). Tactics and techniques of community intervention (4th ed.). Itasca, IL: F.E. Peacock.

Haynes K.S. & Mickelson, J.S. (2006). Affecting change (6th.). New York: Allyn and Bacon.

Journals

Administration in Social Work
Community Development Journal
Global Social Work Policy
International Social Work
Journal of Progressive Human Services
Journal of Social Work Education
Journal of Community Practice: Organizing, Planning, Development & Change
Journal of Social Work Research and Evaluation
Journal of Comparative Social Welfare
Social Work Journal of the National Association of Social Workers
Social Work Education the International Journal
The Journal of Applied Social Sciences
Qualitative Social Work

Websites

U.S. Census Bureau (See end of bibliography for instructions on retrieving data)
http://2010.census.gov/2010census/ http://www.2010census.gov

Texas State Data Center and Office of the State Demographer
http://txsdc.utsa.edu/abt_sdc.

Texas Health & Human Services Commission
http://www.hhsc.state.tx.us/research/index.html

DADS annual report 2008
http://www.dads.state.tx.us/providers/reports/sb190/index.html

Texas Department of State Health Services Data & Reports
http://www.dshs.state.tx.us/datareports.shtm

Texas Department of Family and Protective Services Data Books
http://www.dfps.state.tx.us/About/Data_Books_and_Annual_Reports/default.asp

City of Houston Housing and Development Plan
http://www.houstontx.gov/housing/pdf/2008consolidatedactionplan-infobook.pdf

City of Houston
http://mycity.houstontx.gov/public

City Data
http://www.city-data.com

United Way Helpline. (2009). Health and Human Services Commission Listings.
http://referral.uwtgc.org

Google Maps.
http://maps.google.com

St. Luke's Community Health Information Systems
http://www.slehc.org/CHI/CHIS/Index.cfm

City of Houston, Planning and Development Department
http://www.houstontx.gov/planning/planning

City of Houston. *Superneighborhood*
http://www.houstontx.gov/planning/nbhd_svces

About Houston Government, *City of Houston*,
http://www.houstontx.gov/abouthouston/citygovt.html

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Houston Hope: About Us.
http://www.houstonhope.org/AboutUs/History/tabid/57/Default.aspx

Houston Parks and Recreation Department
http://www.houstontx.gov/parks/pdf08/WinterSpringActivitiesCatalog2008-2009.pdf

Harris County Flood Control District. The home buyout program.
http://hcfcd.org/buyoutlasp?flash=yes

Houston Association of Realtors
http://www.har.com/

Houston-Galveston Area Council. Demographic Data Query Tool.
http://censusforecast.h-gac.com/
www.houstontx.gov/planning/nbhb_SVCES/techcntrinfo)

Metropolitan Transit Authority of Harris County, Houston Texas. (2008).
Transportation options and assistance.
http://www.ridemetro.org

Houston Parks and Recreation http://www.houstontx.gov/parks/ouparksA-F.html

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www.theARDA.com.

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http://www.socialexplorer.com.ezproxy.lib.uh.edu/pub/reportdata/htmlresults.aspx?ReportId=R4547118

Texas Children's Pediatrics
www.texaschildrenpediatrics.org

U.S. Census Bureau. (2000). Annual ZIP Code Business Patterns.
http://censtats.census.gov/cgi-bin/zbpnaic/zbpsect.pl

U.S. Census Bureau. (2000) http://www.bls.gov/bls/proghome.htm#inflation

U.S. Census Bureau. (2000). Percent distribution of household income.
http://www.bls.gov/bls/proghome.htm#inflation

U.S. Census Bureau. (2000). Percent of occupied housing units that are owner-occupied, map by 5-digit zip code tabulation area.
http://factfinder.census.gov/servlet

King, L. O. (2006). Houston Sustainability Indicators Project.
http://www.houston-indicators.org/images/unemp.pdf

National Association of Realtors (2008). *Monthly Average Temperatures*, *Nature Risks and Pollution Index*,
http://neighborhoods.realtor.com/TX/Houston/Sunnyside/478959/Weather/.

Rodriguez, L. (1991,March 10). Census tracks rapid growth of suburbia. *Houston Chronicle*, p.
http://www.chron.com/CDA/archives/archive.mpl?id=1991_768298

Rodriguez, L. (2005, May 2). Shifting demographics/Latinos bringing change to black neighborhoods/Newcomers are finding acceptance comes gradually. *Houston Chronicle*, p. 1.
http://www.chron.com/CDA/archives/archive.mpl?id=2005_3866881

Class Schedule and Readings

Date	Topic	Readings
Week1 August 27	Course Overview and Code of Ethics	Course Syllabus NASW Code of Ethics Class Exercise Video
Week 2 Sept. 3	History of Community Development Understanding Community Problems	Netting Chapter 1, 2 Weil. History and Context of Community Development.
Week 3 Sept. 10	Defining Community and Target Population	Netting Chapter 3, Henderson and Thomas. Getting to Know the Neighborhood The Community Toolbox Web http://ctb.ku.edu/en/tablecontents/chapter_1003.htm Work group
Week 4 Sept 17	Assessing Communities	Netting Chapter 5 & 6 RC: Stoecker: The Goose Approach to Research AoA Diversity Toolbox Work Group session
Week 5 Oct. 1	Social Capital	Smith, M.K. Social Capital Midgley,J & Livermore,M. Social capital & local economic implications. Journal of Community Practice, 5(1/2), 29-40. Flora, C.B. & Gillespie, A. H. (2009). Making healthy choices to reduce childhood obesity. Community Development, 40, 114-122.
Week 6 Oct. 8	Mapping Communities	Hiller. Why Social Work Needs Mapping. SRDC Asset Mapping

		Riddings, J.W. et.al. (2008). Using concept mapping to promote community development: the African American initiative at Roseland. 16(1), 39-62. RC: Steinberg, S.J. & Steinberg, S. L. GIS: Geographic information systems for the social sciences. Los Angeles: SAGE
Week 7 Oct 15	Strategies and Tactics for Change	Netting: Ch 9: Selecting Appropriate Strategies and Tactics.
Week 8 Oct. 22	Diverse Populations, Ethnic Agencies, and Multicultural Organizations	Bankhead. Practitioner Competency in Communities of Color. Holley, L. C. (2003). Emerging Ethnic Agencies: Building Capacity to Build Community. Journal of Community Practice, 11(4), 39-57. Rosenberg. Social Work and the Jewish Community. Multicultural Organizational Development in Nonprofit Human Service Agencies: Views from the Field. Journal of Community Development, 11(1), 39-59.
Week 9 Oct. 29	Support for Community Change initiative	Netting 9: Building Support for the Proposed Change
Week 10 Nov. 5	Strategies and Tactics	Netting: Ch 10 Selecting Appropriate Strategies and Tactics
Week 11 Nov 12	Logic Models	Logic Models
Week 12 Nov 19	Implementation and Evaluation	Netting. Ch 11 Planning, Implementing, Monitoring and Evaluating Intervention
Week 13 & 14 Nov 26 /Dec 3	Community Projects	Presentations of Projects Wrap Up