



COURSE TITLE/SECTION: SOCW 7335/18711 Strategies for Community Development

TIME: Tuesdays, 1:00 – 4:00 p.m. Room 107A

FACULTY: Roberta M. Leal, MSW

OFFICE HOURS: Mon 8:00 - 8:45 a.m.,
Tues 11:30-12:15 p.m.
By Appointment

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I. Course

A. Catalog Description

[Credit 3 (3-0)]. 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 includes content in the following 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., Mc Murty, S.L. & Thomas, M.L. (2012).
Social work macro practice (5th edition). New York: Allyn and
Bacon.

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

VI. Course Requirements

A. Community Needs Assessment and Intervention Plan Paper (40%):

This assignment will enable you to develop skills in community needs assessment and intervention planning. Part I, The Community Needs Assessment focuses on a specific problem and population from a strengths-based perspective in a Houston/Harris County community. Part II, the Intervention Plan describes a comprehensive intervention (based on research or evidence based practice) strategy that addresses the identified problem. More details will be presented in class for this assignment.

- B. Agency Visit, Interview and Reflection Paper (20%):** This assignment will introduce the student to various community agencies to become familiar with the way social workers organize projects, plan events, and develop coalitions/collaborations. This will also allow students the opportunity to practice asking interview questions at a macro level for community development. A 1 ½ -2 page reflection paper will be submitted discussing initial reactions to strategies for community development, perceptions of macro social work skills required in the professional field, and your perceptions/opinions on best practices for organizing a community population for a particular event.
- C. In-class Presentation (30%):** Based on the compilation of your work for the paper assignment, put together a power point presentation explaining to the class the findings of your community development project. Also present information on the proposed evidence-based intervention you would plan to implement in the community you have chosen based on a priority of needs for that population. This should be a professional, quality presentation that is creative and could be used for grant funding or presented back to a community for support of your proposed project based on the needs assessment. More details will be presented during class for this assignment.
- D. Attendance and In-Class Participation (10%):** Attendance and class participation are critical to successful learning in this course and to your development of essential social work practice skills. Students can receive full class participation points for class attendance, attending the entire class session (do not be late or leave early), active participation in class and group activities, current events discussions, and informed participation in class activities. Each absence will result in points loss for attendance, as does arriving more than 15 minutes late or sleeping in class. (Exceptions: death in the family, illness with physicians note, or agreement reached in advance that an absence is excusable.) More than 2 absences will automatically result in a lower letter grade. If you know in advance that you need to be absent from class, please notify the instructor in writing via e-mail. The University of Houston “respects the religious observance of students (e.g. Religious Holy Days) even though they may conflict with university class meetings, assignments, or examinations” (UH Undergraduate Studies Handbook, p. 63). In such situations, students may request an excused absence. I will honor such requests, but do ask that you please notify me in advance, in writing via e-mail.

VII. Evaluation and Grading

Several methods will be used to assess and evaluate your progress in this course and achievement of the course objectives.

A. Grading Distribution:

1. Community Needs Assessment and Intervention Paper --40%
2. Agency Visit, Interview, and Reflection paper – 20%
3. In-Class Presentation -- 30%
4. Class Attendance and Participation -- 10%

B. Grading Scale: Scores from each written assignment and the class participation grade will be converted according to the grading distribution indicated above. The scores will then be combined and final letter grades will be based on the following grading scale:

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9% (no credit)
B- =	80-83.9%	F =	Below 64% (no credit)

VIII. Policy on grades of I (Incomplete): Please refer to the UH Graduate and Professional Studies Bulletin for the university policy regarding a grade of Incomplete (I). Incompletes will be given only in accordance with this policy. Assignments are due at the beginning of the class session for which they are due, as indicated in the course outline below. Late assignments will be reduced by 10 points for each day they are late. Please plan accordingly so that you are able to complete and submit your assignments on time, and inform me ASAP should any problems arise. If an emergency prevents you from attending class on the day an assignment is due, you must notify me prior to the class so that appropriate arrangements may be planned. An **unexcused** absence will also result in a grade of zero (0) on any in-class assignments administered on the day of the absence.

IX. Policy on academic dishonesty and plagiarism: Although we do not expect to encounter academic dishonesty or plagiarism in this class, we want to be very clear about our standards.

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA 6.0 style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. 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. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Policy on Academic Accommodations for Students with Disabilities

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*. For more information and/or assistance, please contact the Center for Students with Disabilities at 713-743-5400.

XI. Expectations for Maintaining a Safe, Respectful Learning Environment and Classroom Behavior.

A. Cellular Phones and Pagers:

Students are asked to turn off (or activate the silent mode) cellular phones and pagers during class time. Disruptions of this nature compromise the academic process, and therefore will not be tolerated. If you have extenuating circumstances that prevent you from honoring this classroom rule, please schedule a meeting with me as soon as possible to advise me of your situation.

B. Classroom Behavior:

The **GOLDEN RULE** for expected behavior in the classroom is to ***be respectful of yourself and your colleagues***. By virtue of the nature of our profession, we will often engage in content and discussions in this course that elicit varied opinions, perspectives, and emotions. This will provide a well-rounded educational experience for all of us, if we practice and demonstrate the core values of social work.

XII. Consultation

Professor Leal's office is located in the GCSW building room #414. Consultation hours are Monday 8:00-8:45 am, Tuesday 11:30-12:15 pm, and by appointment. Please email rleal3@central.uh.edu to schedule a meeting time in advance.

XIII. Course Outline

Date	Topic	Readings & Resources
Week 1 Aug. 26	Course Overview Code of Ethics Goal Setting	Course Syllabus NASW Code of Ethics Class Exercise Video
Week 2 Sept. 2	History of Community Dev. Understanding Com. Problems	Netting Ch. 1 & 2 Henderson & Thomas Ch. 1 & 2 Weil. History and Context of Community Development
Week 3 Sept. 9	Defining Community & Target Populations	Netting Ch. 3 Henderson & Thomas Ch. 4 The Community Toolbox Web http://ctb.ku.edu/en/tablecontents/chapter_1003.htm Work group
Week 4 Sept 16	Assessing Communities Appreciative Inquiry	Netting Ch. 5 & 6 Henderson & Thomas Ch. 5 RC: Stoecker: The Goose Approach to Research AoA Diversity Toolbox Work Group Session
Week 5 Sept. 23	Social Capital	Smith, M.K. Social Capital Midgley, J & Livermoer, 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 Sept. 30	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. Long Angeles: SAGE.
Week 7 Oct. 7	Strategies and Tactics for Change	Netting Ch. 9
Week 8 Oct. 14	Diverse Populations Ethnic Agencies & Multicultural Agencies	Additional Readings: 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. http://ctb.ku.edu/en/tablecontents/chapter_1003.htm Work group
Week 9 Oct. 21	Support for Community Change Initiatives Collaborations & Coalition Building	Netting Ch. 9 Henderson & Thomas Ch. 6 & 10
Week 10 Oct. 28	Strategies and Tactics for Com. Development	Netting Ch. 10
Week 11 Nov. 4	Logic Models for Intervention Planning	Additional Readings on Blackboard
Week 12 Nov. 11	Implementation and Evaluation	Netting Ch. 11 Henderson & Thomas Ch. 11
Week 13-15 Nov. 18,25 & Dec 2	In-Class Presentations	Presentation of Projects Wrap Up of Semester