

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course #	Unique #	Semester	Meeting Time	Meeting Place
SW 334	60755	Fall 2001	Mon/Wed 2:00-3:30 pm	SSW 2.116

Instructor	Contact Information	Office	Office hours
Yolanda C. Padilla, PhD, LMSW-AP Associate Professor	471-6266 ypadilla@mail.utexas.edu	SSW 3.130K	Mondays 3:30-5:30 or appt.

SOCIAL WORK PRACTICE IN ORGANIZATIONS AND COMMUNITIES (BSW)

I. Course Description

This course in the practice sequence integrates social work theory, practice methods, and professional skills as they relate to assessment and intervention at the organizational and community levels. The course considers models for understanding human service organizations and administrative practice in organizations, and for understanding communities, issues of social stratification, conflict and integration in communities, assessment of community needs, and identification of community resources. Strategies for initiating change in organizations and communities are identified, including different points of intervention, sources of resistance to change, and methods for overcoming such resistance. Throughout the course, special attention is given to factors affecting diverse population groups, including, but not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Prerequisites include admission to the social work major and previous or current enrollment in PSY304, SW310, SW312, SW313, SW325, and SW327.

II. Course Objectives

By the end of the course, the student will be able to:

1. Explain the role of the generalist social worker as an interactive influence in organizational dynamics and the service delivery process;
2. Explain and apply the systems/ecological frameworks to organizations and communities;
3. Explain and illustrate how organizational dynamics can influence service delivery;
4. Identify and assess barriers, strategies, tactics and skills involved in achieving organizational change to improve service delivery;
5. Demonstrate the basic knowledge and skills needed for the assessment of social problems at the community level and the mobilization of community interest, opinion, and support to address those problems;
6. Describe how community work can be used as an intervention strategy for meeting client needs, creating new service delivery systems, and promoting social and economic justice;
7. Identify factors affecting people with diverse backgrounds, including, but not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin; both as service users and as organizational staff members;

8. Demonstrate an understanding of how research is used to acquire knowledge and to evaluate self in practice with organizations and communities;
9. Demonstrate an understanding of social work values, particularly the pursuit of social and economic justice, and their implications for social work practice with organizations and communities.

III. Teaching Methods and Course Plan

Teaching Methods. The primary teaching approach in this seminar will be collaborative learning. Material in the course will be presented through readings, class discussions, and small collaborative learning group (CLG) exercises. In general, each meeting will include a combination of exercises and case studies, illustrative videos, work in small groups, and formal presentation of material. **Assigned readings are for the week in which they are listed and students should have done the readings and be prepared to discuss them in class.** Limited videos/guest lectures may be used as tools for addressing key concepts in the course. The videos are not available for individual student viewing (with some exceptions), and thus can only be viewed when presented in class.

Course Plan. We will approach the study of social work practice in organizations and communities within the following framework:

- a. *the social context of populations in need: identifying the problems, needs, and resources of client populations*
- b. *changing and managing organizations to respond to the needs of client populations (coordination between social service organizations, developing and managing agency resources, evaluating programs, social work supervision)*
- c. *working with communities (strategies for community change: neighborhood-based services, advocacy, and community organizing)*

IV. Required Course Readings

Texts

Kirst-Ashman, Karen K., & Grafton H. Hull, Jr. 2001. Generalist Practice with Organizations and Communities. Chicago: Nelson-Hall. * **SELECTED SECTIONS ONLY***

Reference Guide for Needs Assessment Project

Reviere, Rebecca, Susan Berkowitz, Carolyn C. Carter, and Carolyn G. Ferguson. 1996. Needs Assessment: A Creative and Practical Guide for Social Scientists. Philadelphia, PA: Taylor and Francis.

Selected Readings

Abatena, Hailu. 1997. "The Significance of Planned Community Participation in Problem Solving and Developing a Viable Community Capability." *Journal of Community Practice* 4(2): 13-34.

Adams, Paul, DSW and Kristine Nelson, DSW. 1997. "Reclaiming Community: An Integrative Approach to Human Services." *Administration in Social Work* 21(3/4): 67-81.

- Appleby, George A. 1998. "Social Work Practice with Gay Men and Lesbians Within Organizations." In Gerald Mallon (Ed.) *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park.
- Armstrong, Katherine L. 1997. "Launching a Family-Centered, Neighborhood-Based Human Services System: Lessons from Working Hallways and Street Corners." *Administration in Social Work* 21(3/4): 109-126.
- Auslander, Gail K. 1996. "Outcome Evaluation in Host Organizations: A Research Agenda." *Administration in Social Work* 20(2): 15-27.
- Bayne Smith, Marcia A. and Marco A. Mason. 1995. "Developmental Disability Services to Caribbean Americans in New York City." *Journal of Community Practice* 2(1): 87-106.
- Bowers, Barbara, Sarah Esmond and Mary Canales. 1999. "Approaches to Case Management Supervision." *Administration in Social Work* 23(1): 29-49.
- Bradshaw, Catherine, Steven Soifer, and Lorraine Gutierrez. 1994. "Toward a Hybrid Model for Effective Organizing in Communities of Color." *Journal of Community Practice* 1(1): 25-41.
- Checkoway, Barry. 1997. "Core Concepts for Community Change." *Journal of Community Practice* 4(1): 11-29.
- Cherin, David and William Meezan. 1998. "Evaluation as a Means of Organizational Learning." *Administration in Social Work* 22(2): 1-21.
- Clapp, John D. 1995. "Organizing Inner City Neighborhoods to Reduce Alcohol and Drug Problems." *Journal of Community Practice* 2(1): 43-60.
- Daley, John M. and Paul Wong. 1994. "Community Development with Emerging Ethnic Communities." *Journal of Community Practice* 1(1): 9-24.
- Durst, Douglas, Josephine MacDonald, and Dawn Parsons. 1999. "Finding Our Way: A Community Needs Assessment on Violence in Native Families in Canada." *Journal of Community Practice* 6(1): 45-59.
- Gibelman, Margaret and Steven Kraft. 1996. "Advocacy as a Core Agency Program: Planning Considerations for Voluntary Human Service Agencies." *Administration in Social Work* 20(4): 43-59.
- Gibelman, Margaret. 1996. "Managerial Manners-Notably Lacking in Personnel Recruiting." *Administration in Social Work* 20(1): 59-72.
- Gilson, Stephen French. 1997. "The YWCA Women's Advocacy Program: A Case Study of Domestic Violence and Sexual Assault Services." *Journal of Community Practice* 4 (4): 1-26.
- Gutierrez, Lorraine M. and Edith A. Lewis. 1994. "Community Organizing with Women of Color: A Feminist Approach." *Journal of Community Practice* 1(2): 23-44.
- Hassett, Seth and Michael J. Austin. 1997. "Service Integration: Something Old and Something New." *Administration in Social Work* 21(3/4): 9-29.
- Hess, Peg McCartt and Howard J. Hess. 1998. "Values and Ethics in Social Work Practice with Gays and Lesbians." In Gerald Mallon (Ed.) *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park.
- Hoefler, Richard A. Regina Morgan Hoefler and Ruth Anne Tobias. 1995. "Geographic Information Systems and Human Services." *Journal of Community Practice* 1(3): 113-127.

- Hunter, Ski., Coleen Shannon, Jo Knox, and James I. Martin. 1998. "Affirmative Practice: Overview" in *Lesbian, Gay, and Bisexual Youths and Adults: Knowledge for Human Services*. Thousand Oaks, CA: Sage.
- Johnson, Alice K. 1994. "Linking Professionalism and Community Organization: A Scholar/Advocate Approach." *Journal of Community Practice* 1(2): 65-86.
- Kline, Michael, Corey Dolgon, and Laura Dresser. 2000. "The Politics of Knowledge in Theory and Practice: Collective Research and Political Action in a Grassroots Community Organization." *Journal of Community Practice* 8(2): 23-38.
- Lipkin, Arthur. 1999. "Overview of the Problem" in *Understanding Homosexuality, Changing Schools*. Boulder, CO: Westview Press.
- Lipkin, Arthur. 1999. "School Change." *Understanding Homosexuality, Changing Schools*. Boulder, CO: Westview Press.
- Lowe, Jane Isaacs, Frances K. Barg and Kay Stephens. 1998. "Community Residents as Lay Health Educators in a Neighborhood Cancer Prevention Program." *Journal of Community Practice* 5(4): 39-52.
- Mallon, Gerald P. 1998. "Knowledge for Practice with Gay and Lesbian Persons." *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park.
- Minicucci, Catherine. 1997. "Assessing a Family-Centered Neighborhood Service Agency: The Del Paso Heights Model." *Administration in Social Work* 21(3/4): 127-143.
- O'Donnell, Sandra M. and Sokoni T. Karanja. 2000. "Transformative Community Practice: Building Model for Developing Extremely Low Income African-American Communities." *Journal of Community Practice* 7(3): 67-85.
- Perlmutter, Felice Davidson and Ram A. Cnaan. 1999. "Community Development as a Public Sector Agenda." *Journal of Community Practice* 6(4): 57-77.
- Pine, Barbara A., Robin Warsh and Anthony N. Maluccio. 1998. "Participatory Management in a Public Child Welfare Agency: A Key to Effective Change." *Administration in Social Work* 22(1): 19-32.
- Rosenthal, Seymour J. and June M. Cairns. 1994. "Child Abuse Prevention: The Community as Co-Worker." *Journal of Community Practice* 1(4): 45-61.
- Sherrill, Kenneth. 1996. "The Political Power of Lesbians, Gays and Bisexuals." *PS: Political Science and Politics* 29(3): 469-473.
- Springer, David W., Deborah Stokes Sharp and Theresa A. Foy. 2000. "Coordinated Service Delivery and Children's Well-Being: Community Resource Coordination Groups of Texas." *Journal of Community Practice* 8(2): 39-52.
- Taaffe, Lisa. 1997. "Public Life in Gulfton: Multiple Publics and Models of Community Organization." *Journal of Community Practice* 4(1): 31-56.
- Wuenschel, Peter C. 1997. "Houston Homeless Street Outreach." *Journal of Community Practice* 4(4): 69-80.

V. Course Requirements

The major criteria for student evaluation are

- (1) CLGs: participation in collaborative learning group discussions and weekly synopses of the assigned readings and
- (2) a group needs assessment project.

Class Assignments and Grading Policy

- 1. Average of Weekly CLGs (synopses/class participation): **30%**
- 2. Community Needs Assessment Group Project **70%**
(Takes into account timely submission of interim section reports and worksheets)

Group final report 55%
Group presentation 15%

Individual contribution (log record of project tasks):
5-15 points will be deducted from the group final grade for individuals who do not make an adequate contribution to the group project

TOTAL 100%

Description of Assignments (Refer to the attached detailed description of the assignments.)

Grading Criteria (for Newspaper Review Project)

- 90 – 100 = SUPERIOR: The assignment significantly exceeds expectations. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., coherence and integration of ideas).
- 80 – 89 = GOOD: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.
- 70 – 79 = AVERAGE: The assignment meets the requirements or has minor gaps but lacks evidence of in-depth critical thinking and analysis
- D & below = BELOW AVERAGE: The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.

VI. Course Schedule

NOTE: Assigned readings are due on the date listed. Any guest lectures and videos may be scheduled on short notice and will be subject to change in the event of unavoidable scheduling conflicts. Changes in assignments, due dates, and other class information may be made throughout the semester. Announcements will be made in class and/or via e-mail. In case of absence, it is the responsibility of the student to obtain information on announcements made in class during their absence.

Week 1 ♦ Jan 14/16

Overview of the Course/Planning for Needs Assessment Project

Week 2 ♦ Jan 21/23 * NO CLASS JAN 21 – MLK Day *

Introduction to Social Work Practice in Organizations and Communities (Macro Practice)

K & H (K & H refers to the text by Kirst-Ashman & Hurst; others are from *Selected Readings*. Pages in brackets are from 1st Edition)

p. 1-30 [1-31], Introduction to Generalist Practice with Organizations and Communities;
p. 36-39 [37-40], The History of Generalist Practice with Organizations and Communities in the Professional Context;
p. 352-360 [355-364], Defining Advocacy, Social Action, Empowerment, and Populations-at-Risk

Week 3 ♦ Jan 28/30

Understanding the Social Context of Populations in Need: The Case of Gays and Lesbians

K & H, p. 397-398 [406-407], Combating Your Own Stereotypes and Prejudices
“Knowledge for Practice with Gay and Lesbian Persons”
“Overview of the Problem”
“The Political Power of Lesbians, Gays, and Bisexuals”
“Values and Ethics in Social Work Practice with Lesbian and Gay Person”

Week 4 ♦ Feb 4/6

Needs Assessments for Macro Practice: Identifying the Problems, Needs, And Resources Of Client Populations

Reviere et. al., Needs Assessment, Ch. 1: Introduction.; Ch. 2, p. 15-19: Creating the Research Design for a Needs Assessment; Ch. 4: Using Qualitative and Mixed Method Approaches
“Finding Our Way: A Community Needs Assessment on Violence in Native Families in Canada”
“Developmental Disability Services to Caribbean Americans in New York City”
“Geographic Information Systems and Human Services”

Week 5 ♦ Feb 11/13

Changing Organizations to Respond to the Needs of Client Populations: The Case of Gays and Lesbians

K & H, p. 124-126 [124-126]: Defining Organizations, Social Services, and Social agencies;
p. 134-139 [132-138]: The Nature of Organizations
p. 167-174 [167-175]: Change in Organizations
“Affirmative Practice: Overview”
“Social Work Practice with Gay Men and Lesbians Within Organizations”
“School Change”

Week 6 ♦ Feb 18/20

Coordination Between Social Service Organizations

K & H, p. 90-98 [93-101]: Networking;
p. 150 [139-140]: Relationship with Other Organizations
“Service Integration: Something Old and Something New”
“Reclaiming Community: An Integrative Approach to Human Services”
“Houston Homeless Street Outreach”
“Coordinated Service Delivery and Children’s Well-Being: Community Resource Coordinating Groups of Texas”

IN-CLASS VIDEO: Our Families, Our Future (*on social service integration*)

Week 7 ♦ Feb 25/27 * NO CLASS FEB 25 – Needs Assessment Project work day *

Developing and Managing Agency Resources

K & H, Chapter 14 [Ch. 14]: Developing and Managing Agency Resources;
p. 146-150 [138-145]: The Macro Context of Organizations

WORKSHOP: Identifying Funding Sources for Agencies, by the Hogg Foundation (*date to be verified*)

Week 8 ♦ Mar 4/6

Program Evaluation: Determining the Effectiveness of Service Provision by Organizations

K & H, p. 322-323 [327-328]: Overview of Evaluation;
p.331-350 [335-353]: Kinds of Evaluations
“Evaluation as a Means of Organizational Learning”
“Outcome Evaluation in Host Organizations: A Research Agenda”
“The YWCA Women’s Advocacy Program: A Case Study of Domestic Violence and Sexual Assault Services”

Week 9 ♦ Mar 11/13 * NO CLASSES *

Spring Break

Week 10 ♦ Mar 18/20

The Supervision of Social Workers in Organizations

K & H, p. 76-80 [79-85]: Working Under Supervision

“Approaches to Case Management Supervision”

“Participatory Management in a Public Child Welfare Agency: A Key to Effective Change”

“Managerial Manners: Notably Lacking in Personnel Recruiting”

Week 11 ♦ Mar 25/27

Neighborhood-Based Services

K & H, p. 282-287 [287-292]: Neighborhoods

“Assessing a Family-Centered Neighborhood Service Agency: The Del Paso Heights Model”

“Organizing Inner City Neighborhoods to Reduce Alcohol and Drug Problems”

“Community Residents as Lay Health Educators in a Neighborhood Cancer Prevention Program”

“Launching a Family-Centered, Neighborhood-Based Human Services System: Lessons from Working the Hallways and Street Corners”

Week 12 ♦ Apr 1/3

Strategies for Community Change: Incorporating Advocacy as a Core Agency Program

K & H, p. 256-261 [262-267]: “Introduction”

“Core Concepts for Community Change”

“The Significance of Planned Community Participation in Problem Solving and Developing a Viable Community Capability”

“Advocacy as a Core Agency Program: Planning Consideration for Voluntary Human Service Agencies”

“Public Life in Gulfton: Multiple Publics and Models of Community Organization”

IN-CLASS VIDEO: A Concern for Community (Interview with Organizer Ernie Cortes)

Week 13 ♦ Apr 8/10

Social Workers as Effective Community Organizers

K & H, p. 294-297 [298-302]: Changes in Communities

“Linking Professionalism and Community Organization: A Scholar/Advocate Approach”

“Child Abuse Prevention: The Community as a Co-Worker”

“The Politics of Knowledge in Theory and Practice: Collective Research and Political Action in a Grassroots Community Organization”

“Community Development as a Public sector Agenda”

Week 14 ♦ Apr 15/17

Community Practice with Populations at Risk: The Case of Communities of Color

“Community Development with Emerging Ethnic Communities”

“Community Organizing with Women of Color: A Feminist Approach”

“Transformative Community Practice: Building a Model for Developing Extremely Low Income African American Communities”

“Toward a Hybrid Model for Effective Organizing in Communities of Color”

IN-CLASS VIDEO: The Democratic Process, Saul Alinski and His Legacy

Week 15 ♦ Apr 22/24

Class presentations and wrap up. No assigned readings this week.

Week 16 ♦ Apr 29/May 1

Class presentations and wrap up. No assigned readings this week.

♦ May 6 (Monday)

Due: Final Draft of Needs Assessment Report

Bibliography

Required Readings

See Section IV for a complete list.

Supplemental Readings (Optional)

Alinsky, S. D. (1972). Rules for Radicals: A Pragmatic Primer for Realistic Radicals. New York: Vintage Books.

Bobo, K., Kendell, J. & Max, S. (1991). Organizing for Social Change: A Manual for Activists in the 1990. Washington: Seven Locks Press.

Bradshaw, C., Soifer, S. & Gutierrez, L. (1994). Toward a Hybrid Model for Effective Organizing in Communities of Color. *Journal of Community Practice*, 1 (1), 25-41.

Clifton, R. L. & Dahms, A. M. (1993). Grassroots organizations: A resource book for directors, staff, and volunteers of small, community-based nonprofit agencies, 2nd Ed. Prospect Heights: IL: Waveland Press, Inc.

Checkoway, B. (1995). Six strategies of community change., 30 (1), 2-20. Community Development Journal.

Fellin, P. (1994). The Community and the Social Worker, 2nd Edition. Itasca, IL: F. E. Peacock Publishers, Inc.

Hanna, M. & Robinson, B. (1994). Strategies for community empowerment. Lewiston, NY: Edwin Mellen Press.

Hasenfeld, Y. (1992). Human services as complex organizations. Newbury Park, CA: Sage, p. 3-23.

Haynes, K. S. & Mickelson, J. S. (1991). Affecting change: Social workers in the political arena, 2nd Edition. NY: Longman.

Kahn, S. (1991). Organizing: A guide for grassroots leaders. Silver Spring, MD: National Association of Social Workers.

Mizrahi, T. & Morrison, J. D. (1993). Community organization and social administration: Advances, trends, and emerging principles. NY: The Haworth Press.

Rivera, F. G. & Erlich, J. L. (1992). Community organizing in a diverse society. Needham Heights, MA: Allyn & Bacon.

Rothman, J. (1994). Practice with highly vulnerable clients: Case management and community based services. Englewood Cliffs, NJ: Prentice Hall, Inc.

Schaefer, M. (1987). Implementing change in service programs. Newbury Park, CA: Sage Publications.

Tropman, J. E., Erlich, J. L. & Rothman, J. (Eds.). 1995. Tactics and techniques of community organization, 3rd Edition. Itasca, IL: F. E. Peacock Publishers, Inc., p. 10-34.

Collaborative Learning Group Assignments

The class will be conducted as a seminar using the collaborative learning group (CLG) method. The CLG method fosters students' active participation in learning. The main objective behind the CLG method is to give students an opportunity to systematically analyze and apply concepts taught in the course through group discussion. In preparation for this task, students will be asked to prepare a synopsis of the readings assigned for each session. The dates in which the synopses are due are listed in the syllabus. The synopses should briefly summarize and provide a critical analysis of the readings for each week. The synopses of the readings, including your reactions to the issues covered, will serve as the basis for group discussion. They should be 2–3 pages in length (equivalent to double-spaced typewritten pages), but do not need to be type-written. Longer synopses will be accepted.

Please note that we have **NO EXAMS** in this class. Thus, this part of the course work is the core of your learning in this class. So please take the weekly readings, the preparation of your synopses, and the class participation seriously.

The synopsis should be written in the form of an essay (rather than in the form of a list or outline) and make explicit references within the essay to all the readings assigned for that week. To highlight your reference to the readings, underline each reference the first time you mention it. For example, "According to Trattner's chapter on the New Deal (Ch. 7),..." The synopses should reflect critical thinking: that is, you should analyze, synthesize, evaluate, compare/contrast, and so on. Always stay grounded in the readings. **Please label each synopsis with Week or Date**.

- Weekly grade: 50 points for class participation/attendance: 25 points for Tues & 25 points for Thurs (100 when no synopsis is due)
+ 50 points (maximum) for the synopsis
= 0 to 100 points
- The synopsis is graded as follows:
 - 50** Synopsis covers all assigned readings and provides a critical analysis
 - 30** Synopsis covers all assigned readings, but provides a superficial analysis
 - 20** Synopsis does not cover all assigned readings or is **very** sketchy
- Synopses will not be accepted late (given that their purpose is to be prepared for class).
In order to provide leeway for emergencies (e.g., car breakdowns, illness, printer problems, etc.) students may drop their lowest 2 weekly grades. No doctor's excuses or any other type of evidence of the emergency is needed.

How to Approach the Writing of the Synopses

First, note the overall theme of the readings for the week, which is listed above each weekly set of readings. Typically, in each of the weeks, the first couple of readings are from the "Selected Readings" or are chapters from **Miringoff & Miringoff**. These readings are intended to provide you with a case or other illustrative material that highlights the topic addressed in the assigned chapter(s) from the texts (**Patterson** or **DiNitto**). Ask yourself what each author is telling you about the theme of the week. Then draw three or so main points, **focusing on the complexity of the social problem at hand the implications for the design for social welfare policy**. Make sure to draw evidence from the readings. Your synopsis should *not* simply be a compilation of summaries of each of the separate readings (e.g., the first reading is about ..., the second readings is about..., and so on.) Rather, it should bring together the ideas from the readings as a whole. Write in the third person.

Class Expectations

1. Attend class regularly.

Class attendance is required every class period for the entire class period (see class requirements).

2. Turn assignments in on the due dates.

All assignments submitted after the beginning of class are considered late.

- Late weekly CLG synopses will not be accepted.
- On days when CLG synopses (or other written assignments) are not required, the CLG grade will be based solely on class participation/attendance.
- Student presentations can only be given on the allotted dates.

Major written assignments will be penalized 5 points for each calendar day late.

3. Follow the rules of scholastic honesty.

Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. All written assignments (papers, weekly synopses, etc.) should be based on individual, not collaborative, work. However, collaborative discussion in and out of class is strongly encouraged. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.

4. Request and use feedback.

I will work with you throughout the semester and provide you with feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.

5. Offer feedback.

Student feedback about the course is welcome, as the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content or assignments, or if you are unclear about my expectations of you or your expectations of the course, talk to me as soon as possible during the semester.

6. Participate in class discussions and other in-class activities.

This is one way that students can learn from each other. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.

7. Present written and oral presentations professionally.

Grades will be lowered if assignments are not clearly presented. Written assignments should be proofread to avoid grammatical, spelling, or punctuation errors. Paginate all your papers.

8. Use APA Style for referencing.

The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work. A handout on APA style is available at the SSW Student Services Office.

9. Agency and community safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

10. Services for students with disabilities

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-4641 TTY.

COMMUNITY NEEDS ASSESSMENT GROUP PROJECT

SW 334 SOCIAL WORK PRACTICE IN ORGANIZATIONS AND COMMUNITIES (PADILLA/SPRING 2002)

Objectives

The objective of the Community Needs Assessment Project is to learn about the needs and resources of a specific target population and develop a change strategy that will benefit that target population. This project is the major assignment for the class and provides students with an opportunity to develop skills to conduct a needs assessment, including teamwork skills. The project is described in detail below. One of the two course texts, *Needs Assessment: A Creative and Practical Guide for Social Scientists*, will serve as a technical reference guide to the development the project.

Structure of the Assignment

Students will be assigned to a group tasked with studying the needs of a selected population living in the Austin area. Each group will meet on a regular basis outside of class to carry out the tasks required for this assignment. Class time will also be used for groups to clarify problems and issues, as well as to integrate conceptual material from the readings with work on the project. Groups will consist of about 4 members.

Sources of Information

The primary method of gathering information for this project is from interviews with service providers in the community as well as key informants identified within the service community or the target population who can help guide the information gathering process. Members of the target population cannot be interviewed for this assignment unless a human subjects review is conducted. Students should heed the provisions of the *NASW Code of Ethics* when gathering information from the target population. Background information should be obtained from research reports, agency reports, and other literature, including on-line resources.

The Use of Interview Guides to Gather Data from the Community:

1. Write a list a questions to gain information related to each major topic of the Needs Assessment: needs, resources, intervention. Each item should be clearly worded in the form of a question (in a complete sentence). Number the questions.
2. Leave spaces between each question, where you can write down answers from your interviews.
3. Prepare a clean typed copy of the interview guide.
4. Make about 10-15 copies of the interview guide, so that you can have a copy with you for each interview or community activity. You will fill it out at each interviews/community activity.
5. Complete one interview guide per interview/community activity.
6. The set of your completed interview guides will be the data that you will analyze to prepare your report. (To analyze the data, make a copy of all your completed interview guides. Cut out each question/answer (or set of questions/answers) and then group all the questions/answers together by number. Read all the answers to one particular question or set of questions. This will allow you to compare all the answers to a particular question and to obtain the major themes emerging from the interviews.)
7. Completed set of interviews are to be submitted with the final report (responses provided in each interview guide do not need to be typed).

Report and Presentation

Drafts of Report Sections. Drafts of the various parts of the report will be required before the final report is due. The drafts are **NOT, NOT** intended to be rough drafts for me to fix or edit for you. Rather, they should be the very best papers you can produce in terms of content, coherence of ideas, grammar, etc. Every member of the group is required to read over all the sections of the report and make revisions (related to content/writing errors) BEFORE they are turned in. Having

each member of the group revise each section will ensure that writing errors and problems with content will be caught before it is submitted to me.

Final Report. Each group will produce a written report documenting the results of the needs assessment (the structure of the report is detailed below). The report, exclusive of attachments (appendices, references, etc.), should be approximately 20-25 pages in length (double spaced). The report, including all attachments, should be professionally bound.

Class Presentation. Each group will present their findings to the rest of the class during the last few class sessions of the semester. Allotted time for each group presentation is 30 minutes, plus time for questions.

Grading Criteria

Written report. All written reports will be evaluated according to content and appearance/style.

- Valid, reliable, credible, and compelling data/information presented in the report
- Data presented clearly and linked directly to the topic of the report
- Evidence provided supports conclusions and recommendations
- Limitations of the data appropriately addressed
- Report anticipates the response of critics and formulates a thoughtful, reasonable response
- Organized according to the structure of the needs assessment: use of subheadings
- Use of APA style
- Professional (formal) and objective writing style
- Inclusion of tables, charts, and graphs (neat, easy to read, and clearly labeled)
- Appropriate citation of references

Group Presentation

- Use of audio-visual aids (power point, overheads, video clips, etc.)--REQUIRED
- Emphasis on information obtained from community-based activities
- Breakdown of presentation according to the structure of the project (needs, resources, intervention approach)
- Provision of concise background information (no more than 10% of the presentation)

Individual Participation in the Group Project.

Group members will keep a Project Activity Log. In the log group members should keep a **detailed** account of all the activities related to the project and the participation/contribution of each of the members in those activities. This log will provide the bases for level of individual performance for each group member. Amount and quality of participation of individual members in the group project will be key. Should it become evident to the groups that a group member is not contributing his or her fair share, the group should hold a meeting with me as soon as the problem arises. Giving a bad evaluation on individual performance at the end of the semester is not my practice, unless I have given the student feedback and he/she has failed to cooperate with attempts to improve the situation.

KEY PROJECT DUE DATES

Jan 16	Prioritized list of 3 major areas of interest
Jan 23	Group assignments & List of Community Agencies to be Interviewed (WS#2)
Jan 28	Interview Guide (WS#1)—Draft
Feb 4	Interview Guide (WS#1)—Final
Feb 27	Interview Guides (WS#1) and Project Activity Logs (WS#3) completed to date Plan for Community Agencies yet to be interviewed (WS#2)
Mar 20	Completed Set of Interview Guides (WS#1) <i>(Provide me with copies. Keep the original set for report preparation.)</i>
Apr 1	<i>Problem Identification/Needs Assessment & Resource Identification—DRAFT</i>
Apr 15	<i>Intervention Strategy—DRAFT</i>
Apr 22/24, Apr 29/May 1	Group presentations (30 minutes each)
May 6 (4:45 pm)	Final Report

FORMAT/CONTENT of NEEDS ASSESSMENT PROJECT AND REPORT

BOUND REPORT FORMAT (subheadings) and CONTENT

Cover Page

Community Needs Assessment: Specific Target Population in Austin Texas, SW 334 Social Work Practice in Organizations and Communities School of Social Work, University of Texas at Austin, Dr. Yolanda C. Padilla, Names of group members, date

Outline

Make outline according to the subheadings in the report, including sub-subheadings that you create under each major section.

Executive Summary (2 pages)

Use major report subheadings; include a short list of the major needs and resources using “bullets.”

Introduction (3 pages)

Background information about the target population (use 8-10 references)

- a. Identification of target population and why it was important to conduct the study
- b. Demographic characteristics of the target population (both local level data and national level data)
- c. Short theoretical discussion from the literature about the problem (discussion about how scholars explain the causes and consequences of the problem)

Methods (2 pages)

Methods used to gather information presented in the report.

- a. Description of data-gathering instruments used (e.g., interview guide)
- b. Description of community-based data-gathering activities (e.g., attendance at meetings, etc.)
- c. Limitations of the data collection (e.g., what other methods may be used to supplement the current study that will give a more complete picture of the issues faced by the target population)

Problem Identification and Needs Assessment (6 pages)

Based on your interviews in the community and other participation in community activities, identify major problems and needs confronting the target population. Examine problems at a personal, interpersonal, and social level.

- a. Most pressing problems confronting the target population (including the causes and consequences of these problems)
- b. Historical and current circumstances—at a community level—that contribute to these problems or mitigate against their timely resolution

- c. Any subgroups of the target population who are experiencing more severe problems than others (if so, how these problems are differentiated by subgroup)
- d. Extent to which the target population has control over these problems

Resource Identification (3 pages)

Based on your interviews in the community and other participation in community activities, identify resources available to meet the needs of the target population (include both formal and informal resources).

- a. Resources available within the Austin community for dealing with the problems identified in the previous section (e.g., human service organizations, etc.)
- b. Strengths of the Austin community for managing and coping with the problems
- c. Target population's access to formal and informal sources of support (i.e., what facilitates or hinders their ability to obtain these resources)

Recommended Intervention Strategy and Evaluation Plan (6 pages)

Select one of the problems confronting the target population and develop one change strategy for dealing with the problem. The change strategy must be a community- or organizational-level intervention and should be creative. This change strategy may have more than one component or phase.

- a. Specific problem to be addressed and ways in which the problem selected for action is related to other broader problems in the community
- b. Range of possible solutions to the problem suggested by the people who you interviewed in the community
- c. Objectives of the change strategy that your group is recommending
- d. Target of the intervention (i.e., a social policy, a service delivery system, community values and attitudes, or a subpart of the larger community)
- e. Strategy/tactics planned to address the problem
- f. Anticipated problems in implementing the strategy and plans for addressing these problems (including major allies and opponents to the strategy selected)
- g. Timeline for implementing the intervention (graph)
- h. Evaluation plan (use the readings to guide you in developing the plan):
 - 1. Outcome criteria (expected changes as a result of the proposed intervention)
 - 2. Methods to be used to measure effectiveness of intervention strategies

References Cited

List of literature cited in the Introduction, etc. (reports, scholarly articles, etc.): 8 to 10 sources

Appendices

Include the following worksheets, plus any supporting materials used to complete the project. Tables, graphs, and other illustrations should be inserted in the body of the report, where appropriate, and are in addition to the suggested number of pages of text.

Worksheet 1: Interview Guide (clean typed copy)

Worksheet 2: List of Community-Based Information Gathering Activities (10-15, an average of 3 per student)

SEPARATE FOLDER (unbound)

- a. First drafts of all report sections with my comments (failure to submit all of these will reduce the group final report grade by one letter grade)
- b. Worksheet 1 Interview Guide (all completed interview guides: data from all interview/community data-gathering activities—do not need to be typed)
- c. Worksheet 3: Project Activity Logs (does not need to be typed)

Note: Final Reports will be used as models for students in future classes. However, I will not distribute them to agencies or anyone outside of the school.

Worksheet 1: Interview Guide

SW 334 - COMMUNITY NEEDS ASSESSMENT GROUP PROJECT

Detailed list of questions prepared for interviews with service providers and key informants in the community. This guide used for all interviews, so as to get different perspectives on the same issues related to the problem. Questions are developed around the three main areas of the needs assessment: needs, resources, and intervention strategies.

Name of Person Interviewed _____
Position of Person Interviewed _____
Name of Agency or Community Event _____
Interviewer(s) _____ Date _____

NEEDS

RESOURCES

INTERVENTIONS NEEDED

OTHER

Worksheet 2: List of Community-Based Information Gathering Activities (10-15)

SW 334 - COMMUNITY NEEDS ASSESSMENT GROUP PROJECT

Includes interviews with service providers/key informants; attendance at community or agency meetings; attendance at relevant workshops, conferences or trainings; attendance at relevant community level events (e.g., marches, legislative hearings, etc.)

	Date	Name of organization Name/position of person interviewed OR community activity
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Worksheet 3: Project Activity Log
SW 334 - COMMUNITY NEEDS ASSESSMENT GROUP PROJECT

Date	Names of group members participating	Detailed description of tasks involved in this activity (including project planning, information-gathering, and report preparation activities)