

**SOCIAL WORK 8560
Advanced Community Practice
(3 Credit Hours)**

SYLLABUS

1.0 Course Description Information

- 1.1 Catalog Description:** The purpose of this course is for students to learn and use advanced theories, approaches, and skills in community practice. The course uses a community-based service-learning approach designed to help students develop an analytical and empirical approach to communities. It builds on the social work "person in environment" perspective by focusing on the client's environment as a partner in practice. This course is particularly relevant to direct practice with and advocacy for disempowered groups in society, such as ethnic and racial minorities, low income persons, women, the aged and the disabled.
- 1.2 Prerequisites of the course:** SOWK 8170 or BSSW degree or permission of the School.
- 1.3 Overview of content and purpose of the course:** The purpose of this course is for students to learn and use advanced theories, approaches, and skills in community practice. The course uses a community-based service-learning approach designed to help students develop an analytical and empirical approach to communities. It builds on the social work "person in environment" perspective by focusing on the client's environment as a partner in practice. This course is particularly relevant to direct practice with and advocacy for disempowered groups in society, such as ethnic and racial minorities, low income persons, women, the aged and the disabled.
- 1.4 For whom the course is intended:** This course is intended for graduate students working on their MSW degree. This course is a three credit hour elective course for the advanced MSW program at the UNO School of Social Work.
- 1.5 Unusual circumstances of the course:** This is a service-learning course that requires additional of outside class time to complete the service-learning project. Students will periodically meet at a classroom in the community or be actively engaged in a community activity at the partner agency site during some class periods and/or outside of class time.

2.0 Course Justification Information

- 2.1 Anticipated audience/demand:** This course is intended for graduate students working on their MSW degree. This course is a three credit hour elective course for the advanced MSW program at the UNO School of Social Work.
- 2.2 Indicate how often this course will be offered and the anticipated enrollment:** This course is offered once a year in spring semester. It is open to a maximum enrollment of 20 students.
- 2.3 If it is a significant change to an existing course, please explain why it is needed:** This course has been updated to include gerontological content, an updated bibliography, and links MSW program objectives to course objectives and assignments.

3.0 Objective Information

- 3.1 List of performance objectives stated in learning outcomes:**

The course meets the following MSW Integrated objectives:

Program Objective #1: Use critical thinking to apply theory and research to assess and intervene across a range of systems.

Program Objective #2: Identify the bio-psycho-social-spiritual-cultural factors influencing the development and function of client systems.

Program Objective #3: Identify vulnerable client systems and populations at risk for prevention and intervention.

Program Objective #4: Analyze and apply social work values, ethical principles, and legal mandates in integrated social work practice.

Program Objective #5: Participate in multidisciplinary teams in integrated social work practice.

Program Objective #6: Identify the appropriate use of formal diagnostic classification systems.

Program Objective #7: Identify, adapt, and apply effective administrative skills for program design and management.

Program Objective #8: Identify and apply comprehensive assessment measures to client systems.

Program Objective #9: Design and implement culturally competent intervention services and programs.

Program Objective #10: Demonstrate effective oral and written communication in integrated social work practice.

Program Objective #11: Develop and implement policies, procedures, and administrative structures to promote socially just communities.

Program Objective #12: Function effectively within agency and community structures to deliver professional social work services.

Program Objective #13: Apply research methods to evaluate the effectiveness of interventions, services, policies and programs.

By the end of this course, students will be able to:

Course Objectives	MSW Integrated Objectives	Assignments
1. Apply knowledge of the history and values pertinent to advanced community practice.	4	Course project; community mapping; in-class group exercise; discussion questions; service-learning log; reflections/process journal
2. Demonstrate the ability to apply theories, models, and techniques to work with community partners.	1, 5, 8, 9, 10, 12, 13	Course project; community mapping; in-class group exercise; discussion questions; service-learning log; reflections/process journal
3. Explain the nature of community practice and its place in social work practice, including the development of, participation in, and use of community coalitions, committees, councils, task forces, work groups, etc.	5, 8, 9, 10	Course project; community mapping; in-class group exercise; discussion questions; service-learning log; reflections/process journal
4. Develop self-assertiveness, self-awareness, and understanding of demographic-ethnic differences in working with communities and other stakeholders.	3, 13	Course project; community mapping; in-class group exercise; discussion questions; service-learning

		log; reflections/process journal
5. Analyze the social, political, and economic context of the community.	13	Course project; community mapping; in-class group exercise; discussion questions; service-learning log; reflections/process journal
6. Identify key stakeholders and work with community partners on a variety of levels.	1, 5, 8, 9, 10, 12, 13	Course project; community mapping; in-class group exercise; discussion questions; service-learning log; reflections/process journal
7. Participate in strategic planning of community service-learning project, including the use of social marketing, advocacy, networking, and community collaboration skills.	5, 8, 9, 10, 12	Course project; community mapping; in-class group exercise; discussion questions; service-learning log; reflections/process journal
8. Process group dynamics within community service-learning project peer group and community partners.	5, 8, 9, 10	Course project; community mapping; in-class group exercise; discussion questions; service-learning log; reflections/process journal

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence:

4.1.1 Introduction, background, and definitions, types, aspects, and principles of community organizing, community building, community development, economic development, and revitalization, and the history of community organizing and development in the U.S.

4.1.2 Understanding the Social Environment and Social Interaction

- a. Theory-Based, Model-Based Community Practice
- b. The Nature of Social and Community Problems
- c. The Concept of Community in Social Work Practice
- d. Community Intervention and Programs
- e. An Alternative Community Development Path: Asset-Based, Internally Focused, Relationship Driven

4.1.3 Community Practice Skills for Social Workers: Using the Social Environment

- a. Discovering and Documenting the Life of a Community
- b. Mapping Community Assets to Discover Potential Partners
- c. Using Assessment in Community Practice
- d. Using Self in Community Practice: Assertiveness
- e. Using Your Agency
- f. Using Work Groups: Committees, Teams, and Boards

- g. Using Networks and Networking
- h. Using Social Marketing
- i. Using the Advocacy Spectrum
- j. Using Organizing: Acting in Concert
- k. Community Social Casework

5.0 Teaching Methodology Information

- 5.1 Methods to be used:** The primary method of instruction for this course will be service-learning. Other instructional methods used in this course may include lectures, class discussions, media instruction, guest speakers, field experiences, reflective and self-awareness exercises, process journaling, group exercises, written assignments, handouts, short quizzes, and/or exams.
- 5.2 Student role in the course:** Students are expected to have read the assigned readings ahead of time and to come to class prepared for participation in group discussions/exercises, quizzes/exams, and service-learning activities.
- 5.3 Contact hours:** Three contact hours per week for the 15 weeks of the semester. Additionally, this is a service-learning course that requires additional hours of outside class time to complete the service-learning project.

6.0 Evaluation Information

6.1 Types of student projects that will be the basis for evaluating student performance
 The final course grade will be based on a total of 455 possible points. There are five main requirements (classroom participation, community mapping project/presentation, service-learning log, reflection/process journal, and course project/presentation). Bonus options may be offered throughout the semester. The assignments and grading criteria are outlined below. All work must be your own; cheating (including plagiarism) on any assignment gives an automatic “F” for the course. All assignments are expected to be turned in on time on the dates due. If this is not possible due to extenuating circumstances, please contact me *in advance* of the due date to work out an alternative arrangement; otherwise, your assignment grade will be *docked 20%* if it is not turned in when due.

6.2 Basis for determining the final grade

The description of each assignment and breakdown for the final grade, which is based on a total of 455 points, is as follows:

<u>ASSIGNMENT</u>	<u>PERCENT OF COURSE GRADE</u>
Participation (30 points)	7%
Community Mapping Project/Presentation (150 Points)	33%
Service-Learning Log (25 Points)	5%
Reflection/Process Journal (100 Points)	22%
Course Project/Presentation (150 Points)	33%

A. CLASSROOM PARTICIPATION: Students are expected to be on time and attend class every session and participate in discussions and activities. An attendance sheet will be passed around each class period for students who are present to sign. *If you are NOT present, no credit can be given for class participation and you may miss important concepts and ideas discussed in the course.* In order to aid students in the transition from student to professional, tardiness and absences will not be tolerated. Chronic tardiness and absences not only impede the student’s learning, but are also disruptive of the learning process and disrespectful to peers and the instructor. *If you know ahead of time that you will not be able to attend a class, please let me*

know in advance so that we may make arrangements for any assignments or class materials that you may miss and/or to assist your group in planning accordingly with regard to your service-learning project. Partial participation points may be made up if you (1) communicate your absence with me, (2) turn in any participation assignments that may have been due the day you missed, and (3) turn in a two page summary of the reading assignment that was due the day of the absence and/or turn in a response to one of the discussion questions at the end of the readings due for the day missed. Students earn 2 points per class— for being there, actively participating, and turning anything in that’s requested. If you leave early or come late, participation points will be deducted. Participation may include filling out a questionnaire that accompanies a movie shown in class, preparing in advance questions for guest speakers, participating in a group exercise during class, or completing self-awareness/evaluative/reflective process activities. Participation may also include preparing short responses to discussion questions or special readings (in class or outside of class) provided by the instructor or via Blackboard or Library Reserve that will be used to frame class discussions. Preferably these responses to discussion questions will be typed when possible, but handwritten responses will be accepted *if legible*. Discussion questions assigned at the end of a reading provided to you should be done prior to class and turned in.

Due Date: each class

Total Points: 30

B. COMMUNITY ANALYSIS/MAPPING PROJECT AND PRESENTATION: Students will complete a community analysis and mapping project related to the target area and population served by the agency in which the service-learning project for this course will take place. The project includes the following 7 components. You may want to produce the following pieces of information and compile it into one packet or binder or the like to be turned in.

- 1) Community Assets Inventory— This is a list of all key entities that comprise the target area/focal community and have the capacity to be potential resources. It includes individuals, groups, associations, organizations, facilities, institutions, etc. (e.g., businesses, agencies, social groups, cultural organizations, neighborhood groups, civic organizations, coalitions, religious institutions, institutions of higher education, schools, libraries, public servantry facilities, health care institutions, banks, foundations, corporations, and the like). You may refer to pages 66-68 in Kretzmann & McKnight as a guide or example.
(15 Points)
- 2) Potential Partners and Capacity Inventory/Relationship Map from within targeted community— This is a diagram that reflects the potential reciprocal relationships between the identified target group or “client system” and other community assets. You may want to refer to pages 55, 63, and 64 in Kretzmann & McKnight to help guide you in this process. ***(15 Points)***
- 3) Potential Partners and Capacity Inventory/Relationship Map from potential resources/partners that exist outside of the targeted community— This is a diagram that reflects the potential reciprocal relationships between the identified target group or “client system” and other supplemental community assets that may surround the targeted community or are peripheral to the focal area.
(15 Points)
- 4) Community Needs/Deficit Map and Community Assets Map— Create two versions of a community map diagram— one using a needs/deficit perspective; the other using a strengths-based/asset-based perspective. Compare and contrast these two maps and perspectives. How does each perspective affect perceptions of community members? “Outside” community members? Community action change agents? Community development strategies or community action plans? Results/outcomes? How does each of these perspectives affect

values, beliefs, attitudes, etc.? You may want to refer to pages 1-11 in Kretzmann & McKnight and/or page 185 in Hardcastle & Powers.

(15 Points)

- 5) Write Up— Write up the interpretations and findings from the above tasks in a narrative form. Discuss a brief literature review of the target population and need/issue being addressed. Develop a community description and overview based on your own community research that includes:

- geographic boundaries
- community characteristics and traits
- demographic information (e.g., racial/ethnic composition, age, income, educational levels, family status, and stability of residency)
- historical background
- community issues
- identify gifts, strengths, and talents of the people in the community
- identify key community leaders/stakeholders
- identify subgroups
- history of community
- community strengths today
- political structure and situation
- governance
- economic structure and situation
- major or key employers
- social service structure
- mutual aid; informal/formal resources
- community action organizations
- potential or actual civic and service problems
- power relations
- etc.

Paint a picture of this community that can be used to help an outsider understand its structure, organization, and level of functioning. You may want to refer to pages 156-167 in Hardcastle & Powers for guidance on what to include and how to complete the write up of your community mappings. **(40 Points)**

- 6) List of References and Methods of Information Gathering— List sources that were used to find out information about this community (e.g., community analysis walk/drive/jaunt; interviewing individual community members and/or key community leaders; attending community council meetings and/or neighborhood association meetings; attending/participating in focus groups or community forums; observing community activities;

analyzing, collecting illuminating anecdotes and stories; maps; photographs; phone books; resource directories; internet; dept. of community and economic development information/materials; Chamber of Commerce; community events/calendars; neighborhood/local newspapers/newsletters/magazines; library; city, county, or state government offices; census bureau data; historic/heritage centers/museums). Include dates and times of visits, observations, etc. when applicable. **(10 Points)**

- 7) Class Presentation— Students will present their community mapping project to the class/instructor detailing the findings of their community analysis and description of community assets and capacities as well as the investigative process used to gather and collect information about the community of focus. The use of visual aids is highly

encouraged (e.g., PowerPoint, media artifacts, poster board/flip chart displays, pictures, overheads). The rubric for the class presentation is as follows: **(40 Points)**

PROJECT COMPONENTS (25 Points)

- _____ Community Description/Overview (7)
- _____ Community Assets Inventory (2)
- _____ Potential Partners and Capacity Inventory Within Target Area (1)
- _____ Potential Partners and Capacity Inventory Outside Target Area (1)
- _____ Community Needs/Deficit Map (1)
- _____ Community Assets Map (2)
- _____ References (1)
- _____ Interpretations of Community Analysis: How does this community mapping/inventory help guide community building efforts? How can the information gathered and learned about this target area be useful to social workers in community practice charged with addressing a community problem/social issue? (10)

PRESENTATION STYLE (15 POINTS)

- _____ Organization and Flow (5)
- _____ Professional Delivery and Expression (5)
- _____ Creativity, Clarity, Neatness, and Appropriateness of Information Displays (e.g., Visual Aids) (5)

Due Date:

Total Project Points: 150

C. SERVICE-LEARNING LOG: Throughout this course, students will engage in outside class time service-learning hours. The service-learning log is a record of your time put in with your group and individually for your project. You will keep a record of the dates and times spent at your service-learning site and the tasks you performed each time.

Due Date:

Total Points: 25

D. REFLECTIONS/PROCESS JOURNAL: To encourage synthesis of the course material and the service experience and to promote critical thinking, students will be required to keep a process journal throughout the semester. You will be required to make 10 journal entries each worth 10 points, primarily during the weeks of your active service-learning activities. You will reflect on such topics as the following: describe activities/tasks completed during each session; describe observations of the agency/ies or organization/s with whom you partnered; describe observations of the clientele served; describe the process by which you achieved your outcomes; describe the reactions of the community to your activities; how consistent were your activities with a strengths/asset-based perspective?; what worked/didn't work?; was your service worthwhile/did it make a difference?; what surprised you?; what did you learn that you did not anticipate? Through this reflective process, you will examine and work to understand personal feelings, experiences, fears, goals, and inspirations and professional roles and responsibilities relating to community organizing and community building activities. This service-learning component gives you the chance to fill a community need for a specific population at-risk. You will also have the chance to network and collaborate with other agencies, organizations, and professionals in a variety of settings in order to accomplish a specific outcome.

Due Date:

Total Points: 100

E. COURSE PROJECT/PRESENTATION: Students will be responsible for completing a

SOWK 8560 Advanced Community Practice

project describing their service-learning experience and presenting their work to the class. Course projects will consist of a 6-8 page paper explaining your group experience and your individual role with the planning, implementation, and evaluation of your service-learning project, including timeline of planning, organizing, and direct contact activities and tasks performed, as well as an explanation of what was learned from the service-learning project and what community benefits/outcomes were accomplished. The presentations must include visual aids, such as powerpoint, overheads, pictures, posters, scrapbooks, displays, slides, videos, flip charts, and the like AND any product of the work conducted for the service-learning project (e.g., flyers, bulletins, media advisories, press releases, articles). The service-learning partner agency(ies), the UNO Service Learning Academy, and the director of the School of Social Work will also be invited to watch the presentation(s) and to celebrate our community partnerships and accomplishments. The rubric for the course project and presentation are as follows:

PAPER COMPONENTS (100 Points)

BACKGROUND

_____ Description/Overview of Project, Purpose/Justification/Need, Target, Goals (5)

PLAN (WHO/WHAT/WHEN/WHERE/WHY/HOW)

_____ Strategic Plan/Planning Stages/Schedule/Organization (7)

_____ Direct Contact Activities/Specific Tasks Performed (5)

_____ Social Marketing Products/Promotional Materials Created (7)

REFLECTIONS

_____ Site Experiences (5)

_____ Group Process/Experience with Project (7)

_____ Individual Client/Recipient Experience with Project (7)

_____ Agency Partnership Experiences, (5)

_____ Experience with Professional Networking, Community Organizing, and Community Collaborations (7)

_____ Experience with Social Marketing Strategies/Efforts (7)

EVALUATION

_____ Community Benefits/Outcomes; Impact/What Difference Did Your Efforts Make? (5)

_____ Challenges/Barriers (5)

_____ Survey/Evaluation of Clients/Recipients (5)

_____ Evaluation of Project (What Worked/Didn't Work) (5)

_____ Future Direction/Guidance (5)

_____ What Was Learned from Service-Learning Project in Relation to Course Objectives (7)

STYLE/FORMAT

_____ ORGANIZATION, Flow, Conceptualization, Clarity (3)

_____ Format, Sentence Structure, Spelling, Grammar, Etc. (3)

CLASS PRESENTATION (50 Points)

_____ Coverage of Paper Components (15)

_____ Organization and Flow and Keeping within Time Limit (10)

_____ Professional Delivery and Expression (10)

_____ Creativity, Clarity, Neatness, and Appropriateness of Information Displays (E.G., Visual Aids) (10)

_____ Ability to Answer Questions/Respond to Audience (5)

Due Date:

Total Points: 150

BONUS OPTIONS : Bonus assignments may be available throughout the semester. I will let the class know about possible bonus assignments as they arise. ***These are only extra credit opportunities***

for students interested in gaining more points; they are not required. Students may complete up to three bonus options (if available) earning a maximum of 9 extra-credit points. Each bonus assignment will be worth 3 points. A one page summary of the bonus experience will be required that addresses the following points:

- what the experience was about
- what you learned from the experience or what information was new to you
- how does this experience and information relate to this course and/or the field of social work

6.3 Grading Type

The UNO recommended grading scale will be used for this course:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98% +	94-97.9%	91-93.9%	88-90.9%	84-87.9%	81-83.9%	78-80.9%	74-77.9%	71-73.9%	68-70.9%	64-67.9%	61-63.9%	≤60.9%

7.0 Resource Material

7.1 Textbooks or other required readings used in course

Hardcastle, D.A., Powers, P.R., and Wenocur, S. (2004). *Community practice: Theories and skills for social workers. (2nd edition)*. London: Oxford University Press.

Kretzmann, J.P. and McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago: ACTA Publications.

Gugerty, C.R., and Swezey, E.D. (1996). Developing campus-community relationships. (In *Service-Learning in Higher Education: Concepts and Practices* by Barbara Jacoby & Associates), Jossey-Bass, Inc.

7.2 Other suggested reading material

Readings from these lists or other readings not listed may be assigned throughout the semester to supplement required readings, guide group exercises or class discussions, and/or include responses to questions that may be counted toward participation points.

Cruse, R. & Minear, M. (1998). Project CARE: A model for establishing neighborhood centers to increase access to services by low-income, minority elders. *Journal of Gerontological Social Work, 30(3/4), 73-82.*

Tomkins, A., Shank, N., Tromanhauser, D., Rupp, S., & Mahoney, R. (2005). United Way and university partnerships in community-wide human services planning and plan implementation: The case of Lincoln/Lancaster County, Nebraska. *Journal of Community Practice, 13(3), 55-72.*

The Center for Rural Pennsylvania. (2006). *Planning for the future: A handbook on community visioning (3rd ed.)*. Harrisburg, PA: The Center for Rural Pennsylvania-A Legislative Agency of the Pennsylvania General Assembly.

7.3 Current bibliography and other resources

Administration in Social Work: The Quarterly Journal of Human Services Management. The Haworth Press, Inc.

American Journal of Community Psychology.

Association for Community Organization and Social Administration:

<http://www.acosa.org/>

Bailey, D. & McNally-Koney, K. (2000). *Strategic alliances among health and human services organizations: From affiliation to consolidation.* Thousand Oaks, CA: Sage Publications.

Bobo, K., Kendall, J., & Max, S. (2001). *Organizing for social change: A manual for Activists. (3rd edition).* Washington: Seven Locks Press.

Brueggemann, W. G. (2006). *The practice of macro social work, (3rd Ed.).* Belmont, CA: Brooks/Cole Thomson Learning.

Chaskin, R. J., Brown, P., Benkatesh, S., & Vidal, A. (2001). *Building community capacity.* New York: Walter de Gruyter.

Churchman, A. & Sadan, E. (Eds.). (2003). *Participation: Your way to make a difference.* Tel Aviv: Hakibutz Hameuhad Publishing house.

Cnaan, R. A., Boddie, S. C., Handy, F., Yancey, G., & Schneider, R. (2002). *The invisible caring hand: American congregations and the provision of welfare.* New York: New York University Press.

Delgado, M. (2000). *Community social work practice in an urban context.* Oxford University Press.

Dobson, C. (2004). *The Citizen's Handbook,* from <http://www.vcn.bc.ca/citizens-handbook/>

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America.* New York: Metropolitan Books.

Ellis, R.A., Mallory, K.C., Gould, M.Y., & Shatila, S.L. (2006). *The macro practitioner's workbook: A step-by-step guide to effectiveness with organizations and communities.* United States: Thomson/Brooks/Cole.

Ezell, M. (2001). *Advocacy in human services.* Belmont, CA: Wadsworth.

Fauri, D. P., Wernet, S. P., & Netting, F. E. (Eds.). (2000). *Cases in social work macro practice.* Boston: Allyn & Bacon.

Fisher, R. & Fabricant, M. (2002). *Settlement houses under siege: The struggle to sustain community organization in New York City.* New York: Columbia University Press.

Green, G.P. and Haines, A. (2002). *Asset building & community development.* Thousand Oaks: Sage Publications.

Hardina, D. (2003). Linking citizen participation to empowerment practice: A historical overview. *Journal of Community Practice, 11(4), 11-35.*

- Hardina, D. (2002). *Analytical skills for community organization practice*. New York: Columbia University Press.
- Hardina, D. (Ed.). (2000). *Innovative approaches for teaching community organization skills in the classroom*. New York: Haworth Press, Inc.
- Homan, M. (2003). *Promoting community change: Making it happen in the real world*. Belmont, California: Wadsworth Publishing.
- Hula, R. C. and Jackson-Elmoore, C. (Eds.) 2000. *Nonprofits in urban America*. Westport, Connecticut: Quorum Books.
- Journal of Community Practice: Organizing, Planning, Development, & Change*.
Haworth Press.
- Journal of Prevention & Intervention in the Community*. Haworth Press, Inc.
- Kelley-Gillespie, N. (July, 2005). *Neighbors Helping Neighbors Program and Process Evaluation*. Monograph. In cooperation with the University of Utah College of Social Work and the W. D. Goodwill Family Foundation.
- Kirst-Ashman, K. K. & Hull, G. H. (2006). *Generalist practice with organizations and communities*, (3rd Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Kirst-Ashman, K. K., & Hull, G. H., Jr. (2001). *Macro skills workbook* (2nd ed.). Monterey, California: Brooks/Cole.
- Leonard, A., Aguilar, T., Prokosch, M., & Silverman, D. (2001). *Local and Global Organizing after 9/11*, paper presented on COMM-ORG: The On-Line conference on Community Organizing and Development. Retrieved on February 16, 2005 from <http://comm-org.utoledo.edu/papers2001/localglobal.htm>
- Long, D.D., Tice, C.J., & Morrison, J.D. (2006). *Macro social work practice: A strengths perspective*. United States: Thomson/Brooks/Cole.
- Martinez-Brawley, E.E. (2000). *Close to home: Human services and the small community*. Washington D.C.: NASW Press.
- Meenaghan, T.M. & Gibbons, W.E. (2000). *Generalist practice in larger settings: Knowledge and skill concepts*. Chicago: Lyceum Books, Inc.
- Minkler, M., & Wallerstein, N. (Eds.). (2003). *Community-based participatory research for health*. San Francisco, CA: Jossey-Bass.
- Mizrahi, T., & Morrison, J. D. (Eds.). *Community organization and social administration: Advances, trends and emerging principals*. New York: Haworth Press, Inc.
- Murphy, P. W., & Cunningham, J. V. (2003). *Organizing for community controlled development: Renewing civil society*. Thousand Oaks, CA: Sage Publications.
- Netting, E. F. and O'Connor, M. K. (2003). *Organization practice: A social worker's*

- Pippard, J.L., & Bjorklund, R.W. (2004). Identifying essential techniques for social work community practice. *Journal of Community Practice, 11*, 101-116.
- Prigoff, A. (2000). *Economics for social workers: Social outcomes of economic globalization with strategies for community action*. Belmont, CA: Brooks/Cole/Thomson Learning.
- Putnam, R. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.
- Putnam, R. (ed.) (2002). *Democracies in flux: The evolution of social capital in contemporary society*. Oxford; New York: Oxford University Press.
- Putnam, R. & Feldstein, L. M. (2003). *Better together: Restoring the American community*. New York: Simon & Schuster.
- Rothman, J., Erlich, J. L. & Tropman, J. E. (Eds.). (2001). *Strategies of community intervention*, (6th Ed.). Itasca, IL: F.E. Peacock Publishers, Inc.
- Rubin, H. J. (2000). *Renewing hope within neighborhoods of despair: The community-based development model*. Albany, NY: State University of New York Press.
- Rubin, H., and Rubin, I. (2001). *Community organizing and development, 3rd Edition*. Boston, Massachusetts: Allyn & Bacon.
- Shipler, D. (2004). *The working poor: Invisible in America*. New York: Knopf.
- Smock, K. (2003). *Democracy in action: Community organizing and urban change*. New York: Columbia University Press.
- Steyaert, J. (2002). Inequality and the digital divide: myths and realities. In S. Hick & J. McNutt (Eds.), *Advocacy, activism and the internet* (pp. 199-211). Chicago: Lyceum Press.
- Trickey, R., Kelley-Gillespie, N., & Farley, O.W. (In Press). A look at a community coming together to meet the needs of older adults: An evaluation of the Neighbors Helping Neighbors program. *Journal of Gerontological Social Work*.
- Vasta, E. (2000). *Citizenship, community and democracy*. London: Macmillan Press Ltd.
- Wolff, T. (2001). The future of community coalition building. *American Journal of Community Psychology, 29*(2), 263-268.

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- Alinsky, S. (1971). *Rules for radicals*. New York: Vintage Books.
- Barber, B. (1984). *Strong democracy: Participatory politics for a new age*. Berkeley:

University of California Press.

- Baum, M. & Twiss, P. (Eds.). (1996). *Social work intervention in an economic crisis: The river communities' project*. New York: The Haworth Press, Inc.
- Berkeley, K. C. (1999). *The women's liberation movement in America*. Westport, Connecticut: Greenwood Press.
- Bertcher, H., Kurtz, L. F., & Lamont, A. (Eds.). (1999). *Rebuilding communities: Challenges for group work*. New York: Haworth Press, Inc.
- Betten, N. & Austin, M. J. (1990). *The roots of community organizing: 1917-1939*. Philadelphia: Temple University Press.
- Boyte, H. C., Booth, H. & Max, S. (1986). *Citizen action and the new American populism*. Philadelphia: Temple University Press.
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8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site at: <http://studentaffairs.unomaha.edu/ai-undergrad.php>.

8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 Statement Regarding Students with Disabilities

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117, <http://www.unomaha.edu/disability/> 554.2872, or TTY 554.3799.

8.4 Additional Assistance

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services (EAB 115, 554-2409, or <http://counseling.unomaha.edu/>).