



GRACE ABBOTT SCHOOL OF SOCIAL WORK

ADVANCED COMMUNITY PRACTICE

SOWK 8560 | 3 credit hours

Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work

Main Office: 206 CPACS

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COURSE INFORMATION

Description

This course is an elective macro course in the MSW curriculum. The course is designed to help students develop an analytical and empirical approach to empowering communities. The course builds on the social work "person-in-environment" perspective by examining the client system and its environmental contexts. The course may use a community-based service-learning or social action pedagogy.

Rationale/Overview

The purpose of this course is for students to learn and use advanced theories, approaches, and skills in social work practice at the community level. The focus of this course is to learn how to effect change in the macro-level social systems environment (e.g., groups, organizations, institutions, communities, and society at large). Students will gain advanced community practice skills that will enable them to become change agents for complex social issues with disenfranchised groups. The course is designed to help students develop an analytical and empirical approach to empowering communities. This course is particularly relevant to direct practice with and advocacy for diverse disempowered groups in society.

Course Objectives/Student Learning Outcomes

1. Consider knowledge of the history and values pertinent to advanced community practice.
2. Employ various theories, models, and techniques to work with community partners.



3. Critique the nature of community practice and its place in social work, including the development of, participation in, and use of community coalitions, committees, councils, task forces, work groups, etc.
4. Develop leadership skills in order to empower diverse communities, including anti-racism, diversity, equity, and inclusion (ADEI) to facilitate change.
5. Collaborate with key stakeholders to work with community partners on a variety of levels.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

TBD

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Introduction to the course and review syllabus	:
Session 2 [date]	Lecture: Introduction to community practice	Read: Ch. 1 (H, P, & W), Hardina article, and NASW Code of Ethics
Session 3 [date]	Lecture: Theory-based and model-based community practice, and the nature of social and community problems	Read: Ch. 2 and 3 (H, P, & W)
Session 4 [date]	Lecture: Community in social work, community interventions and programs, and assessment	Read: Ch. 4, 5, 6, and 13 (H, P, & W)
Session 5 [date]	Lecture: Asset-based community development Fieldtrip: inCommon	Read: Pg.1-10, 51-68, 109-170, 171-259, and 345-354 (K&M)
Session 6 [date]	Lecture: Workgroups and lectures	Read: Ch. 9 and 10 (H, P, & W), Crose & Minear article, and Wolff article
Session 7 [date]	Lecture: Collective Impact Guest speaker: Lisa Vukov, Associate Director, MACCH	
Session 8 [date]	Lecture: Purpose-built communities Fieldtrip: 75 North	
Session 9 [date]	Guest speaker: Wendy Goldberg, executive director, Tri-Faith Initiative	
Session 10 [date]	Fieldtrip: Abide	Community Mapping Project



Session/Date	Topic	Assignment
Session 11 [date]	Lecture: OneOmaha (leadership training)	
Session 12 [date]	Lecture: Advocacy and social marketing View and discuss: “The Democratic Promise: Saul Alinsky and His Legacy”	Read: Ch. 11 and 12 (H, P, & M) Field trip and guest speaker reflections
Session 13 [date]	Lecture: Self-assertiveness and use of agency	Read: Ch. 7 and 8 (H, P, & M)
Session 14 [date]	Lecture: Self-assertiveness and use of agency (cont.)	Community meeting analysis
Session 15 [date]	Lecture: Community social casework View and discuss: “Holding Ground: The Rebirth of Dudley Street”	

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund	TBD
Last day to withdraw from a course (via MavLink) with a grade of “W”	TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Community Meeting Analysis (1) One community meeting analysis worth 15 points.	15 points (total)
Community Mapping Project (1) One community mapping project worth 50 points.	50 points (total)
Community Practice Case Study (1) One community practice case study worth 50 points.	50 points (total)
Fieldtrip/Guest Speaker Reflections (3) Three fieldtrip/guest speaker reflections worth 15 points each.	45 points (total)
Attendance and Participation	30 points (total)
	190 points (total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00



Percent	Final Grade	Quality Points
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.



ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)



CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.



SPEECH CENTER

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
2 = Advance Human Rights and Social, racial, Economic, and Environmental Justice	1.Consider knowledge of the history and values pertinent to advanced community practice. 3.Critique the nature of community practice and its place in social work, including the development of, participation in, and use of		



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
	community coalitions, committees, councils, task forces, work groups, etc. 5. Collaborate with key stakeholders to work with community partners on a variety of levels.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	4. Develop leadership skills in order to empower diverse communities, including anti-racism, diversity, equity, and inclusion (ADEI) to facilitate change.		
6 = Engage with Individuals, Families, Groups, Organizations, and Communities	2. Employ various theories, models, and techniques to work with community partners.		
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	2. Employ various theories, models, and techniques to work with community partners.		

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

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