University of Minnesota School of Social Work  
Syllabus  

SW 8153-Models of Community Intervention  

Part 1: Course information  

SW 8153-Models of Community Intervention  
1 credit  

Faculty contact:  
Name:  
Email:  
Phone:  
Office Location:  

Course descriptions:  
Short Description:  
This course presents models of community intervention as integral to the social work professional’s role in community and policy practice. It addresses multi-modes of community intervention as to how they are practiced at the levels of neighborhoods and communities, as well as legislative levels.  

Long version:  
This foundation course presents models of community intervention as integral to the social work professional’s role in community and policy practice. It addresses multi-modes of community intervention as to how they are practiced at the levels of neighborhoods and communities, as well as legislative levels. The relationship between power and privilege, social justice, theories of social change, and the values of the social work profession are applied and learned in terms of how they shape social work community practice in the processes of engagement, assessment, intervention and evaluation. Topics of particular attention include: the complementary and interactive relationship between practice with individuals/families and community practice; practitioner competency and roles in a diverse society; policy practice and policy advocacy to bring about community, and legislative change.  

Pre-requisites:  
This is a required course for full-program (53-credit) students enrolled in the M.S.W. Program. You must be enrolled as a degree-seeking student in the M.S.W. Program or have permission from the instructor in order to be enrolled in this class.
**Clinical Licensure Hours:**
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
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<td>10</td>
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</table>

**Part II: Course outcomes**

**COURSE OBJECTIVES**
Upon successful completion of this course, students will show a beginning level of ability to:

- Explain the role of macro-level interventions, including policy practice and advocacy, in beginning social work generalist practice.
- Employ macro-level skills and competencies (including lobbying, testifying, political strategizing, campaign building, coalition development, ) in social work practice settings at multiple levels.
- Engage in the tasks of policy practice, bringing to what is typically defined as policy analysis, strategies for agenda building, policy enactment and implantation at community and legislative levels.
- Describe and apply a framework for understanding models and strategies of community organization in practice settings. Asses this framework in terms of its relationship to the notions of power and privilege, and current theoretical approaches in social work and the processes and goals of social justice.
- Integrate course content in social work practice settings, such as the student’s field placement.
- Describe and apply principles of cultural competence as they relate to macro practice in a diverse society.

**Social Work Practice Competencies**
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

**EP 2.1.4 - Engage diversity and difference in practice**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e.,)</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>Recognize the extent to which a culture’s structures and values alienate, create, or enhance privilege and power</td>
<td>Module 1 readings and discussion</td>
<td>•</td>
</tr>
<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Class lecture and discussion</td>
<td>•</td>
</tr>
<tr>
<td>View themselves as learners and engage those with whom they work as informants;</td>
<td>Spencer reading/ Module 1</td>
<td>•</td>
</tr>
<tr>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
<td>Module 1 readings and discussion</td>
<td>•</td>
</tr>
<tr>
<td>Advocate for human rights and social and economic justice</td>
<td>Policy Campaign I and II</td>
<td>•</td>
</tr>
<tr>
<td>Engage in practices that advance social and economic justice</td>
<td>Policy Campaign I and II</td>
<td>•</td>
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</tbody>
</table>

**EP 2.1.5 – Advance human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

<table>
<thead>
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**EP 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that</td>
<td>Readings, discussion and content on campaign strategies</td>
<td>Social Policy Campaign Assignment Part</td>
</tr>
<tr>
<td>advance social well-being</td>
<td>• Readings, discussion lectures on task groups</td>
<td>1 and II Persuasive Writing Assignment</td>
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<td>---------------------------</td>
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</tbody>
</table>
| • Collaborate with colleagues and clients for effective policy action | • Social Policy Campaign Part 1 and II  
• Readings, discussion lectures on task groups | • Social Policy Campaign Assignment Part 1 and II  
• Task Group Self-Assessment |

**EP2.1.9 - Respond to contexts that shape practice**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

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</thead>
</table>
| • Respond to changing context and populations | • Assets based assessment  
Readings/Discussions in Module 6 | Social Policy Campaign II. |
| • Leadership to change/improve services | • Campaign models discussed in Modules 3, 4, 6 | |

**EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
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<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Engagement | • Intervention models for social action, community development, legislative campaign  
Module 2 | Social Policy Campaign Part I |
| • Assess client strengths and limitations | • Intervention models for social action, community development, legislative campaign  
Module 2 | Social Policy Campaign Part I |
| • Select appropriate intervention strategies | • Intervention models for social action, community development, legislative campaign  
Module 5 | Social Policy Campaign Part II |
| • Critically analyze, monitor, and evaluate interventions | • Intervention models for social action, community development, legislative campaign  
Module 5 | Social Policy Campaign Part II |
Part III: Course requirements

CLASS FORMAT

One-hour class sessions are topically grouped into modules (length of actual class time will depend upon scheduling. Some of the content is delivered via Moodle; other content is supported-expanded at the Moodle site. The modules have introductory lectures on Moodle in order to allow for more participation in the classroom as we work on our course activities and discussions. The class also makes use of online work groups and discussion, guest speakers, web resources and assignments, quizzes and papers.

REQUIRED TEXTS:

- Medoff, P. & Sklar, H, (1994). Streets of Hope: The Fall and Rise of an Urban Neighborhood. Cambridge: South End Press. My colleagues and I are somewhat hesitant to adopt this as a required text, given its older date of publication. Yet we can find no other book that weaves together so well the approaches of social planning, social action, and community development. It is a classic case study that stands the test of time.
- Required Readings. Required readings are cited throughout the syllabus. Note that a triple asterisk*** denotes that the reading is available and on electronic library reserve. It can be accessed through the course Moodle site.

OPTIONAL TEXT:

- Kush, C. (2004). The One Hour Activist. San Francisco, CA: Jossey-Bass This book is a convenient introduction to many of the skills and techniques used in legislative advocacy, including use of the internet (though behind the times regarding the use of social media). It puts a lot of information on strategies together in a coherent and convenient set of actions. However, it does not address the theoretical or conceptual foundations of activism and you could do just as well by critically exploring content available on the internet. If you choose not to purchase, see the instructor for advice on internet sources.

ASSIGNMENTS/EXAMS:

Policy Shapes Practice Assignment (15pts)
Students write a short paper reflecting upon how levels of social policy (federal, state, and agency) shape their direct practice interventions with clients (guidelines provided by instructor)

Social Policy Campaign Part I (25pts)
Students will be assigned to work in task groups, each of which will produce a policy brief recommending a policy change and a strategy to implement it. The project can be at the community or legislative level. Part I focuses upon Engagement and Assessment as they relate to the Policy Practice Framework presented in this course and to professional social work practice. Each group will produce a draft (5 page) that outlines a community problem and a policy to address it, and this within the context of agenda building and community engagement/assessment. Guidelines will be provided. Drafts will receive instructor's feedback before they are turned in for a final grade.
Quiz (15pts)
An on-line short answer quiz that tests the student’s understanding of major concepts and theories and strategies found in the assigned course readings

Social Policy Campaign Part II (25pts)
Continuing their work in task groups, Students share their Part I Draft of the Social Policy Campaign with other groups in the class. Prior to this session the instructor will have provided feedback to each group on Part I (date to be inserted) Each group then begins its work on Part II in which students build their strategies for change as they relate to the Policy Practice Framework and to intervention and evaluation in professional social work practice. Guidelines are provided for their work. Drafts will receive instructor’s feedback before they are turned in for a final grade.

Social Policy Campaign Presentations (10pts)
At the last session of the course, each task group will present to the class a summary of their proposed social policy campaign. Guidelines/criteria for the presentations will be provided.

Class Participation and Discussion (10pts)
Engaged participation in course learning activities, including classroom exercises, discussions and online discussions is expected of all students, and will be assessed as part of the semester grade. Participation includes coming to class, arriving on time and staying for the entire class, being prepared for classroom discussions by being thoroughly familiar with assigned readings or activities, keeping comments and questions focused on the course content and linking questions and comments to assigned readings as well as to contributions of other students. It also includes participation and completion of shared tasks as a member of a task group. Students will receive feedback on their participation grade approximately halfway through the semester.

GRADE DISTRIBUTION
The grade weight for each assignment is listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Shapes Practice</td>
<td>Session 4 (date to be provided)</td>
<td>15</td>
</tr>
<tr>
<td>Quiz</td>
<td>Session 12 (date to be provided)</td>
<td>15</td>
</tr>
<tr>
<td>Social Policy Campaign I</td>
<td>Session 11 (date to be provided)</td>
<td>25</td>
</tr>
<tr>
<td>Social Policy Campaign II</td>
<td>Session 14 (date to be provided)</td>
<td>25</td>
</tr>
<tr>
<td>Campaign Presentation</td>
<td>Session 15 (date to be provided)</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale:

A  =  93 - 100
A- =  90 - 92
B+ =  87 - 89
B  =  83 - 86
B- =  80 - 82
C+ =  77 - 79
C  =  73 - 76
C- = 70 - 72
D+ = 67 - 69
D  = 60 - 66

You must take this class for a grade. This class is offered on an A-F basis only.

COMPLETING ASSIGNMENTS AND INCOMPLETES
Assignments are due in class on the date assigned. Failure to turn in an assignment on the due date will result in a lowered grade unless the instructor expressly grants an extension in writing; **students will lose one point for each day the assignment is past due. No papers will be accepted after the last class unless a contract for incomplete work in the course is approved by the instructor.**

While incompletes are discouraged, the instructor recognizes that sometimes factors prevent a student from completing a course on time. Those who are unable to complete the course on time must negotiate an incomplete with the instructor and, pursuant to School of Social Work policy, develop a contract with the instructor that will describe the work that remains to be completed and the date by which the work must be submitted to the instructor. A copy of the incomplete contract can be found in the M.S.W. Student Handbook. Copies of the contract are to be filed with the Director of Graduate Studies. Incomplete course grades will be converted to a grade of F if not completed within two semesters. **Students must inform the instructor of the need for an incomplete by (date to be supplied, approx one week before last class). Also, a contract for the incomplete must be completed and signed by instructor and student by the last class session.**

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

Part IV: Course content

INTRODUCTION (Session One)
**Content**
- A. Introduction to Course, Objectives, and Responsibilities
- B. A framework for policy practice
  - Why policy analysis is not enough
  - Linking policy practice to community intervention/practice
- C. Exercise: "Major Competencies Needed to Make Policy Real in the Community"

**Assignment Introduced**
Policy Shapes Practice (Due Session 4). A short paper on how levels of policy (federal, state, community) shape direct interventions with clients. Students reflect upon their field experiences. Guidelines are provided.

**Required Readings**
MODULE 1 (Sessions 2-3): MULTI-MODES OF INTERVENTION AT THE COMMUNITY LEVEL

Content: Theories on Community Change

A. Introduction to Models for Community Intervention at Legislative and Community Levels
B. Examples of Change Models in U.S. Community Change
C. Notions of power and privilege and how they relate to community practice
D. Community practice in a diverse society

Required Readings (View Moodle Module 2, PowerPoint/Lecture)


MODULE 2 (Session 4): Social Policy Campaign Part I

Students will be assigned to work in task groups, each of which will produce a policy brief recommending a new/revised policy change and a strategy to implement it. The project can be at the community or legislative level. Part I focuses upon Engagement and Assessment as they relate to the Policy Practice Framework and to professional social work practice. Each group will produce a draft (5 page) that outlines a community problem and a policy to address it, and this within the context of agenda building and community engagement/assessment. Guidelines will be provided. The draft for Part I will be due to the instructor and feedback will occur before the session 11 of the course (dates to be inserted).

MODULE 3 (Sessions 5-6): COMMUNITY PRACTICE AT THE LEGISLATIVE LEVEL

Content: Legislative Advocacy for Social Change

A. Legislative Theory and Change
   - The Minnesota Legislature and how it operates
   - What is your political bias?: A discussion
   - Bill tracking (focus on Minnesota legislature)
B. Legislative Change Campaigns
   o A step by step review of the San Francisco Grassroots lobbying manual
   o Skills and techniques: coalition-building, letter writing, lobbying, testifying, etc
   o Guest Speaker: Social Work Lobbyist

Required Readings (View Moodle Module 3, PowerPoint/Lecture)

➢ Take the following two quizzes:
   o [http://www.theadvocates.org/quiz.html](http://www.theadvocates.org/quiz.html)

➢ Browse the following websites:


MODULE 4 (Sessions 7-9): COMMUNITY CHANGE: SOCIAL ACTION VS. SOCIAL PLANNING

Although social planning as a model for community intervention is discussed in this module, the focus is upon social action since planning theory, skills and values are specifically covered in SW 8155, Organizations and Community Advocacy.

Content: Theory and Practice Models: Social Action

A. Social action: Conceptual Models from Alinsky to Acorn
   - The IAF: From Alinsky to Beyond
   - How to Organize a Campaign
   - Social action campaign (ACORN) as social work practice: from engagement through evaluation

B. Social Planning and Social Action on the Continuum of Community Practice
   - Theories of Social Planning
   - Social Planning in an era of downsizing
   - Guest Speaker: Social Work Activist

Required Readings (View Moodle Module 4, PowerPoint/Lecture)

- Poor Peoples Economic Human Rights Campaign: economichumanrights.org


MODULE 5 (Session 10): Social Policy Campaign Part II

Continuing their work in task groups, Students share their Part I work on the Social Policy Campaign with other groups in the class. Prior to this session the instructor will have provided feedback to each group on Part I (date to be inserted) Each group then begins its work on Part II in which students build their strategies for change as they relate to the Policy Practice Framework and to intervention and evaluation in professional social work practice. Guidelines are provided for their work. The draft for Part II will be due to the instructor and feedback will occur before the session 14 of the course (dates to be inserted).
MODULE 6 (Sessions 11-13): COMMUNITY CHANGE: THE COMMUNITY DEVELOPMENT MODEL
Content: Assets-based Approaches to Community Development and Community Change
A. The Notion of Social Capital: From de Tocqueville to Robert Putnam
B. Community Capacity Building and how it Differs from Traditional Models of Community Development
C. An Assets-based Community Building as Social Work Practice: From Engagement and Assessment Through Evaluation
D. Speaker: Community Development and GIS Techniques

Required Readings (View Moodle Module 6, PowerPoint/Lecture)


- Search the following websites:
  - http://evolution.binghamton.edu/dswilson/ the work of David Sloan Wilson and the Bingham Neighborhood Project
  - http://www.abcdinstitute.org/ The Assets-Based Community Institute and the work of John Kretzman and John McKnight; search content on manuals and publications

MODULE 5 (Sessions 14-15): Social Policy Campaign Part III and Class wrap-up

Content:
- Task groups present reports on The Social Policy Campaign Assignment (Presentation guidelines/criteria will be provided by instructor)
- Group self evaluations (criteria provided by instructor)
- Course summary and wrap-up
- Course evaluation

Additional Bibliography


• Kretzman, J, & McKnight, J. Building communities from the inside out. (1993). Chicago, IL: Assets-Based Community Institute.


