

## SW 698C: Applied Social Work Project I Child and Family Well Being Specialization

**Instructor:**  
**Office:**  
**Office Hours:**

**Telephone:**  
**E-mail:**

### **Catalogue Description:**

Prerequisites: Completion of foundation coursework with a minimum cumulative GPA of 3.0, and advancement to candidacy. This first course of a 2-semester sequence is a culminating experience incorporating analysis, synthesis, and evaluation of the MSW curriculum. Implementation of knowledge, skills, values, and practice methods related to all size systems is emphasized using a multicultural perspective. Letter grade only (A-F). A grade of "B" or better is required for successful completion.

### **Course Overview:**

The Applied Social Work Project is a two-semester course that allows social work students to enhance and demonstrate their integrated, comprehensive social work skills in the context of the community. Over the course of two semesters, students will work individually, in groups with their peers, and in partnership with community members and service providers to engage and understand the community, to assess community strengths and challenges, and design and evaluate a collaborative community project. The Applied Social Work project will help students to integrate course content across the entire MSW program within the context of their own specialization.

### **Course Objectives**

Upon successful completion of the course, the student will be able to (based on their concentration area):

1. Demonstrate critical thinking that integrates theories, research, practice, policy, values and ethics within practice settings in all size systems.
2. Demonstrate professional use of self-including social position, strengths, challenges and how these might influence all facets of professional practice.
3. Analyze, evaluate, select and apply current literature and practice interventions to assess all size systems and to inform practice model design and use.
4. Demonstrate skills in oral and written communication, community engagement and resource development that support effective and meaningful collaboration among diverse stakeholders.
5. Develop a proposed intervention method that incorporates theory, research, policy, and practice; addresses the impact of oppression, discrimination, and privilege; and utilizes social justice frameworks that address the needs of community stakeholders.

### **Course Format:**

The following modalities will be used to facilitate students' learning:

- Lecture (instructor and guest speakers)
- Small group discussions
- Large group discussions
- Experiential exercises
- Community work
- Collaborative (students and instructor) questions generating dialogue and debate
- Multimedia presentations, including videos and PowerPoint presentations

**Textbooks:**

No textbook is required for this course. Course readings will be assigned throughout the semester.

**Course Schedule**

<b>Date</b>	<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
	1	Introduction to the course Focus on the integrated model	
	2	Focus on the integrated model Effective community engagement	*Bring laptop if available
	3	Focus on the integrated model Effective community engagement Group Class: Previous students & Using GIS as a mapping tool <b>Class in SSPA 106</b> <b>Class in DESN 112 (1pm)</b>	<b>Former students</b> *Bring laptop if available
	4	Day in the life – out in the community	
	5	Community needs and strengths assessment Interviewing skills <b>Class in SSPA 106</b> <b>Class in DESN 112 (1pm)</b>	<b>Submit draft checklist of activities completed during <i>A Day in the Life</i></b>
	6	Day in the life – out in the community	
	7	Synthesis Understanding social problems	
	8	Moving from assessment to intervention	<b>Community Assessment Paper Due</b> <b>Bring Contribution to Group form (blank)</b>
	9	Group/Instructor consultation/community time <b>Zoom meetings</b>	
	10	Moving from assessment to intervention	
	11	Privilege and Power	<b>Literature Review Assignment Due</b>
	12	Developing a proposal and goal setting	
	13	Group/Instructor consultation/community time	
	14	Synthesis/Workshops/ Close	<b>Group Workshops Self-Reflection Due</b>
	<b>15</b>	<b>Finals Week – December 11-17, 2019</b>	<b>Final Proposal</b>

			<b>Contributions to Group Project (Due by 1pm)</b>
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### Assignments and Examinations

<b>Assignment</b>	<b>Points</b>	<b>Weight</b>
<p><b>Assignment #1: Community Assessment Paper</b>            Students will critically analyze and integrate data gathered from multiple sources to better understand the strengths and most frequently noted challenges in the community to identify areas which might be amenable to intervention, as well as resources that might be used to help bring about change. The Community Assessment will use community information from: (1) Community Assessment Activity: A Day in the Life; (2) demographic and other publicly accessible data and (3) community interviews to write a paper that provides an overall assessment of the selected community. Handouts will be distributed throughout the semester. Contributions to the efficiency, effectiveness, and cohesion will be considered.</p>	100	20%
<p><b>Assignment #2: Literature Review</b>            The purpose of this literature review assignment is to expand upon the students' work in the Community Assessment paper and begin to better understand the reasons for the existence of social problems that impact people living in a geographic location. Specifically, each student will explore the relevant research, theoretical concepts and policy literature in order to achieve a greater understanding of the identified social issue. In addition, evidence-based practices that may reduce and/or alleviate the social problem will also be included. Contributions to the efficiency, effectiveness, and cohesion will be considered.</p>	100	20%
<p><b>Assignment #3: Self-Reflection</b>            The purpose of self- reflection is to assist students in maximizing their learning experience. Students are expected to support their position with personal experiences (personal history/background; practice skills) and course materials. Be sure to use specific and concrete examples.</p>	100	10%

<p><b>Assignment #4: Group Workshop</b>  Students will create a presentation of their applied project and facilitate a workshop to assist in the development of the project proposal. Areas to include are: brief review of results of the community assessment and literature review, the identified social problem (i.e., prevalence, social factors, etc.), and analysis and discussion of the final proposal (i.e., goals and objectives, activities, implementation and evaluation plan). Contributions to the efficiency, effectiveness, and cohesion will be considered.</p>	100	10%
<p><b>Assignment #5: Proposal</b>  The purpose of this assignment is to integrate previous social work coursework and experience, your community assessment and experiences, and the outcomes of your literature reviews, to propose a community-based, social change project. Contributions to the efficiency, effectiveness, and cohesion will be considered.</p>	100	20%
<p><b>Assignment #6: Contribution to Group Project - Self and Peer Rating</b>  The aim of this rating scale is for students to reflect upon and evaluate their own and classmates' contributions throughout the course of the semester. It is an opportunity for students to honestly reflect upon their contributions to the applied project process and to provide honest feedback to their group mates regarding their contributions. It is expected that the feedback will give students the chance to identify opportunities for growth to be realized in their work on future group projects. Detailed guidelines will be handed out during class.</p>	100	10 %
<p><b>Attendance, participation, and professional accountability</b>  Class attendance and participation is required. Students are expected to take an active role in the presentation and discussion of course topics. During all sessions, students are expected to complete the readings before class begins. Students are expected to participate in discussions by sharing information from the readings, community experiences, and/or current events. Full participation is essential to learning in the class and will allow students to successfully apply the course material in a way that is personally and professionally meaningful. Contributions to the efficiency, effectiveness, and cohesion will be considered.</p>	100	10%

## Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

## Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW698C) that meet the Educational Policy and Accreditation Standards (EPAS). This course extends and enhances the nine core competencies to prepare students for practice in the area of Child and Family Well Being.

### EPAS Competencies and Behaviors Assessed in this Course\*

Competencies Addressed	Behaviors	Assignments
C1. Demonstrate Ethical and Professional Behavior	Apply ethical decision-making skills (e.g., competing values, client/constituent rights, legal parameters, and shifting social mores) with emphasis on issues related to child welfare and family stability.	Community Assessment Self-Reflection Paper Group Workshop Final Proposal Contribution to Group Project - Self and Peer Rating
C2. Engage diversity and difference in practice.	Demonstrate appreciation of the influence of culture and diversity on child rearing and family interactions.	Community Assessment Final Proposal Contribution to Group Project - Self and Peer Rating
C4. Engage In Practice-informed Research and Research-informed Practice	Critically evaluate best practices and evidence-based interventions for children and families.	Community Assessment Literature Review
C6. Engage with Individuals, Families, Groups, Organizations, and Communities	Demonstrate skills (e.g., critical thinking, interpersonal skills, and leadership) required for effectively engaging with children and families individually and in groups, the organizations serving them, and/or their communities.	Community Assessment Group Workshop Final Proposal
C8. Intervene with Individuals, Families, Groups, Organizations, and Communities	Critically analyze and use appropriate evidence-based tools and strategies in interventions with children and families at all levels of social work practice.	Literature Review Group Workshop Final Proposal

\*Includes knowledge, values, skills, cognitive and affective processes.

## Detailed Course Schedule and Reading Assignments

**Week 1:** Introduction to the course & focus on the integrated model

SSW PE 1.1 INTRODUCED

SSW PE 3.3 INTRODUCED

SSW PE 6.1 INTRODUCED

SSW PE 6.2 INTRODUCED

**Week 2:** Focus on the integrated model & effective community engagement

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**Weeks 2 & 3**

*Readings:*

Christens, B., & Kirshner, B. (2011). Taking stock of youth organizing: An interdisciplinary perspective. *New Directions for Child & Adolescent Development*, 134, 27-41.

O'Donnell, J., & Kirkner, S.L. (2014). The impact of a collaborative family involvement program on Latino families and children's educational performance. *School Community Journal* 24(1), 2-11-234.

Harden, T., Kenemore, T., Mann, K., Edwards, M., List, C., & Martinson, K. (2015). The Truth N' Trauma Project: Addressing community violence through a youth-led, trauma-informed and restorative framework. *Child & Adolescent Social Work Journal*, 32(1), 65-79. doi:10.1007/s10560-014-0366-0

*Additional resources:*

Center for Civic Leadership (2012). *Best practices for engaging residents in Long Beach: 2011-2012 Coro fellows capstone report*. The California Endowment Building Healthy Communities – Central Long Beach.

Crampon, W. J. & Norman, A. J. (2016). Long Beach equity atlas: Geographic opportunity. Retrieved from <http://www.rethinklongbeach.org/resources/Long+Beach+Equity+Atlas.pdf>

City of Long Beach. (2017). Land use element City of Long Beach general plan. Retrieved from <http://www.lbds.info/civica/filebank/blobload.asp?BlobID=5484>

Housing Long Beach. (2013). A brief historical context and framework for equitable housing policy in Long Beach. Retrieved from [www.housinglb.org/wp-content/uploads/2013/04/HousingLB-Paper5-8-13.pdf](http://www.housinglb.org/wp-content/uploads/2013/04/HousingLB-Paper5-8-13.pdf)

SSW PE 9.1 INTRODUCED

SSW PE 9.2 INTRODUCED

**Week 3 (see Week 2):**

**Week 3:** Focus on the integrated model & effective community engagement

*Readings:*

Community Outreach of Our United Villages. (2011) *Community Asset Mapping Workbook*. Retrieved from [http://communitycrewhub.com/assets/Asset\\_Mapping\\_Workbook.pdf](http://communitycrewhub.com/assets/Asset_Mapping_Workbook.pdf)

Kretzman, J. & McKnight, J.P. (1996). Asset-based community development. *National Civic Review* 65(4), 23 – 29.

Sharpe, P. A., Greaney, M. L., Lee, P. R., & Sherer, W. R. (2000). Assets-oriented community assessment. *Public Health Reports*, 115, 205-211.

**Week 4: Day in the Life – students out in the community**

**Week 5: Community needs and strengths assessment - *Joint Class***

*Readings:*

Dobbie, D, & Richards-Shuster, K. (2008). Building solidarity through difference: A practice model for critical multicultural organizing. *Journal of Community Practice*, 16(3), 317-337.

Garcia, M., & McDowell, T. (2010). Mapping social capital: A critical contextual approach for working with low-status families. *Journal of Marital & Family Therapy*, 36, 96-107.

Mounteney, J. & Utne Berg, E. K. (2016). Youth, risk and rapid assessment: A new model for community social work assessment? *European Journal of Social Work* 11(40), 221 – 235.

SSW PE 6.4 INTRODUCED

SSW PE 7.1 INTRODUCED

SSW PE 7.3 INTRODUCED

**Week 6:**

**Week 6: Day in the Life – students out in the community**

**Week 7: Synthesis & understanding social problems**

*Readings:*

Pease, B. (2011). Men in social work: Challenging or reproducing an unequal gender regime? *Journal of Women and Social Work*, 26(4), 406-418.

Finifter, D. H., Jensen, C. J., Wilson, C. E., & Koenig, B. L. (2005). A comprehensive, multitiered, targeted community needs assessment model. *Family Community Health*, 28(4), 293–306.

Vaughn, L. M., Jacquez, F., McLinden, D. (2013). The use of concept mapping to identify community-driven intervention strategies for physical and mental health. *Health Promotion Practice* 14(5), 675 – 685.

SSW PE 10.3 INTRODUCED

## **Week 8:** Moving from assessment to intervention

### *Readings:*

Noble, C. & Pease, B. (2011). Interrogating male privilege in the human services and social work education. *Women in Welfare Education* 10, 29 – 38.

Walker, E. T. & Stepick, L., M (2014). Strength in diversity? Group heterogeneity in the mobilization of grassroots organizations. *Sociology Compass* 8/7, 959 – 975.

Yoshihama, M., & Can, E. S. (2002). Community participation reconsidered: Feminist participatory action research with Hmong women. *Journal of Community Practice* 10(4), 85 – 103.

## **Week 9: Group/Instructor Consultation/Community Time**

## **Week 10:** Moving from assessment to intervention

### *Readings:*

Allison, K. W., Edmonds, T., Wilson, K., Pope, M. & Farrell, A. D. (2011). Connecting youth violence prevention, positive youth development and community mobilization. *American Journal of Community Psychology* 48, 8 - 20.

Kettner, P. M., Moroney, R. M., & Martin, L. L. (2013). “Setting goals and objectives,” in *Designing and Managing Programs: An Effectiveness-Based Approach*. Los Angeles, CA: Sage Publications, 105 – 151.

Miz Mizrahi, T., Humphreys, M. L., & Torres, D. (2009). The social construction of client participation: The evolution and transformation of the role of service recipients in child welfare and mental disabilities. *Journal of Sociology & Social Welfare*, 36(2), 35-61.

### *Additional resource:*

Freudenberg, N., Pastor, M., Israel, B. (2011). Strengthening community capacity to participate in making decisions to reduce disproportionate environmental exposures. *American Journal of Public Health*, 101(1), 123-130.

## **SSW PE 2.3 INTRODUCED**

## **SSW PE 3.1 INTRODUCED**

## **Week 11: Privilege and Power**

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### *Readings:*

Craig, S. L. (2011). Precarious partnerships: Designing a community needs assessment to develop a system of care for gay, lesbian, bisexual, transgender and questions (GLBTQ) youths. *Journal of Community Practice*, 19, 274 – 291.



Fuentes, E. (2010). Learning power and building community: Parent-initiated participatory action research as a tool for organizing community. *Social Justice* 36(4), 69 – 83.

Kaye, G. & Wolff, T. (1995). Principles of success in building community coalitions. In *From the ground up! A workbook on coalition building and community development* (pp. 29 – 50). Amherst, MA: AHEC/Community Partners.

*Additional resources:*

Birkenmaier, J. & Curley, J. (2009). Financial credit: Social work's role in empowering low-income families. *Journal of Community Practice*, 17(3), 251-268.

Ohmer, M. (2008) Assessing and developing the evidence base of macro practice interventions with a community and neighborhood focus. *Journal of Evidence-Based Social Work* 5(3-4), 519 – 547.

Stadnick, N. A., Drhota, A., Brookman-Frazee, L. (2013). Parent perspectives of an evidence-based intervention for children with autism served in community mental health clinics. *Journal of Child and Family Studies* 22, 412 – 422.

**Week 12:** Developing a proposal and goal setting

**Week 13: Group/Instructor Consultation/Community Time**

**Week 14: Courses synthesis / workshops**

**Week 15: Finals Week**

**Applied Projects II**

Each Project Group will develop a project that does not currently exist, modify an existing project, or meaningfully support an ongoing project. Project Groups will identify and establish a partnership with a community-based entity that is willing to collaborate.

## UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided “BeachMail” (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your “preferred” email account in MyCSULB. However, if you wish to continue receiving official campus communication at your personal email accounts, you may [Use Rules to Automatically Forward Messages](#) from your BeachMail account to your preferred personal email account. You can access your [BeachMail](#) (Outlook) account within the campus [Single Sign-On](#) (SSO) service. If you have any questions about this service update, please contact [DoIT-ServiceManagement@csulb.edu](#) or the Technology Help Desk at (562) 985-4959.

### **Statement of Non-discrimination (U)**

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy>

### **Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.**

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at [larisa.hamada@csulb.edu](mailto:larisa.hamada@csulb.edu), 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 ([www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf](http://www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf)) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

### **Preferred Gender Pronoun (U)**

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

### **Statement of Accessibility (U)**

[http://www.csulb.edu/divisions/aa/academic\\_technology/itss/course\\_materials/accessibility/](http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/)

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

### ***Accommodation (U)***

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562) 985-5401.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

### **Campus Behavior (U)**

#### **General Policies**

#### **CSULB Statement on Civility and Acts of Violence**

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence>

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

#### **Classroom Expectations**

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules,

regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

### **Unprofessional and Disruptive Behavior**

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

### ***School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)***

The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comporment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

### ***Cheating and Plagiarism (U)***

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism>

### **Definition of Plagiarism**

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

### **Definition of Cheating**

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

### **Academic Action**

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- a. Review – no action.
- b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- c. A requirement that the work be repeated;
- d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- e. Assignment of a failing final grade;
- f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

### ***Attendance Policy (U/S)***

#### **Attendance**

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30>

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW courses.

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

#### ***Excused Absences***

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- a. Illness or injury to the student
- b. Death, injury, or serious illness of an immediate family member or the like

- c. Religious reasons (California Education Code section 89320)
- d. Jury duty or government obligation
- e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

### ***Attendance and Absences in Field Education Internship Placement***

Please refer to the Field Education Manual for absences in field education internship placement and seminar requirements.

### ***Extended or Multiple Absences***

Attendance in all Social Work classes is crucial since student participation is essential. Absences impact a student's academic work and performance as well as the participation of other students. For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars). For Summer Session I or III courses, which meet twice a week for only six weeks, students are allowed only one absence. The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly. Students are encouraged to save these absences for situations in which they may not be in control of circumstances.

One additional absence will be allowed without consequence to the final grade **ONLY** for illness, injury, or other University established excused absences (as specified above in A. Excused Absences) and **only** when documentation is provided.

1. Students who anticipate extended or multiple absences, beyond the maximum of two absences allowed as specified above, during a particular semester should consult with the Director of Field Education (if they will be in their field education internship or seminar) and Graduate Program Coordinator before enrolling in any classes to determine whether it will be possible to complete field education placement/seminar requirements and course requirements and develop alternatives to making up missed work as required.
2. Students who realize after enrollment that they will have extended or multiple absences, beyond the maximum of two absences allowed as specified above, should consult with the Director of Field Education (if they are in a field education in internship placement/seminar) and Graduate Program Coordinator to see whether it will be possible to complete field education placement/seminar and course requirements and develop alternatives to making up missed work as required.

### **Medical-Restriction and Disability-Related Absences**

Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: [BMAC@csulb.edu](mailto:BMAC@csulb.edu), telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

[http://web.csulb.edu/divisions/aa/catalog/current/academic\\_information/class\\_attendance.html](http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html)

Academic Senate – Attendance Policy, Policy Statement 01-01

[http://web.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2001/01/](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/)

### **Visitors to Classes (U)**

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

### ***Withdrawal (U)***

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb>

### **Cancellation of Registration or Withdrawal from CSULB**

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the [Enrollment Services website](#).

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

### ***Withdrawal Policy (U)***

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

### **Withdrawal during the first two weeks of instruction:**

Students may withdraw during this period and the course will not appear on their permanent records.

### **Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:**

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

### **Withdrawal during the final three weeks of instruction:**

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal.

These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

### **Limits on Withdrawal:**

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,

Withdrawals in terms prior to fall 2009 at CSULB,

Withdrawals at institutions other than CSULB, and

Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

### **Catastrophic Withdrawal**

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,  
and
- b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

### **Incomplete Grades (U)**

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

### **Absenteeism (I)**

Students are responsible to attend all class meetings and associated project group meetings. A student attendance sheet will be provided at every class. It is your responsibility to ensure that you sign-in on the sheet when you attend the class.

If you plan to miss a class, you (not a classmate) must notify the instructor and cc: your Group mates via email **at least 24-hours prior** to the beginning of the class you will miss (e.g., if you plan to miss a Friday class that starts at 1:00 p.m., you will need to contact the instructor no later than the previous day, Thursday, by 1:00 p.m.).

If you miss a class because of sickness, an emergency, or unforeseen family obligations, you (not a classmate) must notify the instructor and cc: your Group mates via email **within 36-hours** of the beginning of the class you miss (e.g., if you unexpectedly miss a Friday class that starts at 1:00 p.m., you will need to contact the instructor no later than, Sunday, by 1:00 a.m.).



In addition, it is expected that all students will arrive to class on-time, and remain in class the entire duration of the class. Excessive tardiness or early departure from class will impact your overall grade.

### **Accessibility (I)**

At times, students face challenges securing their basic needs, including food, housing or financial crisis. This may impact their academic and personal well-being. Students are encouraged to seek support, either from on- or off-campus supports or discuss these issues with your instructor. Specifically, students may seek support from the [CSULB Basic Needs Program](http://web.csulb.edu/divisions/students/basic_needs_program/) [http://web.csulb.edu/divisions/students/basic\\_needs\\_program/](http://web.csulb.edu/divisions/students/basic_needs_program/) Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

### **Laptops/Texting Devices/Cell phones (I)**

Laptop computers may be used in the class to take notes **ONLY**. If computers are used for any other reason (i.e., checking emails, Facebook, online surfing or shopping, googling etc.) then the student is not being “present” for class and will be marked absent which can affect the student’s class participation grade.

### **Messaging Devices (I)**

Due to the disruptive nature of messaging devices (e.g., cell phones, iPods, iPads, iPhones, Blackberrys and smartphones) it is required that all such devices are turned off while in class. Use of these devices will imply the student is not being “present” for class and will be marked absent which can affect your class participation grade.

In the event of a crisis that requires the student to be accessible to employers or significant others, please inform the instructor at the beginning of class and select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning process and environment as well as colleagues.

### **Confidentiality and Respect (I)**

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other’s concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

### **Writing Skills and Late Assignments (I)**

All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 10% reduction in score unless an acceptable alternative has been negotiated with the instructor. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

### **Use of Academic Technology (I)**

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to,

and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

### **Use of Turnitin Technology (I)**

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

### **CSULB Technology Help Desk**

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 | [helpdesk@csulb.edu](mailto:helpdesk@csulb.edu) or visit them on the web at [http://web.csulb.edu/divisions/aa/academic\\_technology/thd/](http://web.csulb.edu/divisions/aa/academic_technology/thd/)

## **Course Bibliography & Additional Resources**

### **Journal Articles**

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## SW 698C - Applied Projects I – Practice Activities and Assignments

SSW PE 1.1 PRACTICED

SSW PE 2.1 PRACTICED

SSW PE 2.3 PRACTICED

SSW PE 3.1 PRACTICED

SSW PE 4.2 PRACTICED

SSW PE 6.1 PRACTICED

SSW PE 6.2 PRACTICED

SSW PE 6.4 PRACTICED

SSW PE 7.1 PRACTICED

SSW PE 7.3 PRACTICED

SSW PE 9.1 PRACTICED

SSW PE 9.2 PRACTICED

SSW PE 9.3 PRACTICED

SSW PE 10.2 INTRODUCED

SSW PE 10.2 PRACTICED

SSW PE 10.3 PRACTICED

**Community Assessment Activity: A Day in the Life**

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### Purpose

- To select a community in or around the City of Long Beach (named area, council district, census tract, zip code) and perform assessment activities to understand the various

components the community that include but are not limited to the geographical, social, political, commerce, and service system structures.

- To experience a “Day in the Life” of your selected community using direct observation, engaging in activities of community members, and building rapport with community members. This will lead to a critical understanding of the characteristics, assets, and challenges of those who live and work there and provide students with much of the information needed to successfully complete course assignments.
- Findings will be used in other assignments in this course, most notably, Assignment 1: Community Assessment, and Assignment 5: Proposal. As individuals and a group, students will also begin to reflect on their personal and professional identities, what they represent and how these identities relate to the community as part of the self-reflection assignment.

### **Logistics**

During the semester, students will spend approximately **six hours** of class time in the selected area completing the following activities:

- Observing and exploring using an accessible means of mobility that brings you into the community, including being a pedestrian, taking the bus, or other form of public transportation
- Visiting resources and services used by community members
- Interviewing community members, government representatives, and service providers to gain greater understanding of the community

All students are required to attend the observation days and engage in activities (visit multiple community locations, engage community residents, interview formal stakeholders, etc.). **Note: Each individual will complete at least 12 activities. Groups will complete at least 20 activities total. Work in teams of 2-3 people as necessary. Do not observe or engage in activities as an entire group as this may impact how community members interact with you.**

**An important note about safety:** Use common sense when visiting an unfamiliar area (consider the time of your visit; take a cell phone; let someone know where you are going and when you will be back; go as a small group; consider language; consider choosing a group member who may make it easier to approach the residents).

### **Assignment Instructions – what to do:**

- Determine the physical scope and boundaries of your community – what blocks does it cover; what physical landmarks are considered inside or a part of the community; which landmarks or cross streets mark its boundaries
- Observe what areas of the community are populated by and/or serve specific races and/or ethnicities, age, and other demographic factors
- Observe who are the owners, workers, providers, customers, service users at different establishments and services again looking at race and/or ethnicity, gender, class, sexuality, immigration status, etc.
- Observe the condition of the community: Is it clean? Are the sidewalks in good repair? Are there bars on the houses? What languages are on the signs? Do people sit outside? Is there art? Is it noisy? What is the police presence?
- Take the bus or other public transportation to at least one of the community activities listed below
- Speak to **at least six interviews**; four community residents and at least two political representatives, service providers, and/or community leaders servicing the selected community about the community.

- These six interviews should be scheduled in advance and conducted formally. Students should prepare a short list of open-ended questions that may be drawn from the list of sample interview questions. Questions should be adapted to be appropriate for the participant(s) of the interview.
- **Students will make prior appointments with many service providers, school personnel, community leaders, and government officials.**
- In addition to your formal interviews, briefly engage with community members that you encounter during your Day in the Life activities to gather information regarding their perceptions of the strengths and challenges of their neighborhoods as well as things they would like to see improved.
- Gather information (brochures, staff, observation) from a variety social service and community resources as well as complete in-depth interviews with agency staff, community leaders and community residents.
- If available in the community, students will also attend community meetings (Parent Teacher Association (PTA), City Council, Neighborhood Associations, etc.) to better understand the political climate of the community.
- Complete as a group: **at least 20** of the community activity tasks outlined below which will help inform the assignments.
  - **Bring a working version of the Day in the Life checklist, found on BeachBoard, on week 5 the list of the activities completed by each group member.**
  - Note selected geographic area in the header.
  - No summary of findings is required, just a list of completed selected tasks for the group on your selected area.
- Complete as an individual:
  - Be a part of at least 12 activities selected from the task list and of those 12 activities, visit in-person at least four locations within the community as part of the completed tasks;
  - Take public transportation to at least 1 location (does not count towards 12 completed tasks);
  - **Each individual group member will be lead in at least 1 in-depth interview of a stakeholder.** This may include a community member, a service provider, or a government official over the two days spent in the community.
  - Take descriptive notes as you observe the community and pick up brochures or fliers as you visit different places to inform your overall assessment.
  - Make clear the skills and the steps group members should utilize in engagement and assessment of knowledge during each encounter.

### **Community Activities:**

- ✓ Go to the post office and purchase stamps or request a service.
- ✓ Find food for a healthy meal for a family of 4 for under \$20 (must include a protein and one fresh fruit or vegetable).
- ✓ Go to the park. Is it safe? What activities does it offer? What is the condition of the equipment? What activities are available?
- ✓ Visit a cultural location (museum, theatre, art or dance studio, or ethnic organization).
- ✓ **Required for all groups: Determine where the nearest place is to apply for government sponsored financial subsidies such as food stamps, SSI. etc. – All groups will have at least one person do this activity.**
  - Go there and observe interactions between service providers and community members. **Note if there is an office in your neighborhood of focus. If not, identify how to reach the nearest office using public transportation and go there.**

- ✓ **Required for all groups:** Identify, locate, and go to services that people might use in the neighborhood. For instance, find Salvation Army, after school programs, youth and family centers, homeless shelters, therapeutic services, community organizing agencies, or other agencies (public or private) where community members may seek services. Consider seeking organizations that be more difficult to find. Observe interactions there and find out about available services (i.e. hours, services available, eligibility requirements).
- ✓ Imagine you have a 3-year-old who needs child care. Determine what childcare options you have and how much they cost. If none is available, determine where the nearest option is outside of the community and go there. What are the eligibility requirements?
- ✓ What types of recreational activities are available to residents? (movies, bowling alleys, bars, sports fields, basketball courts, etc.) If none is available, determine where the nearest option is outside of the community.
- ✓ Locate and observe the housing in the area. Are there single-family homes, small apartments, large apartments? What is the condition of the housing? Are there bars on the windows or evidence of upkeep in the area? What does it cost to buy a house or rent an apartment?
- ✓ Find an assisted living or adult day care facility. Find out costs and the income requirements for residents.
- ✓ **Required for all groups:** While walking the sidewalks of the neighborhood, determine if the area is accessible. Examine if sidewalks are riddled with cracks and are uneven which would make it difficult for an older adult, person with disabilities, or families with children to safely walk. Take pictures to illustrate.
  - Are there sufficient cross walks and wheel chair accessible entrances on the sidewalk entrances? Are local resources accessible?
- ✓ Go to the library. Who is there and how are they treated? Are there restrictions on how long someone can stay? What resources or referrals are available?
- ✓ Seek legal immigration services for getting citizenship. Where are they and what services are available? Are they lawyers? How much do they cost? If none is available, determine where the nearest option is outside of the community.
- ✓ What financial/commerce services are available? How many “pay day loan” or check cashing locations are available by comparison to banks or credit unions?
- ✓ Locate and go to faith institutions including Protestant church, Catholic church, synagogue, mosque, Buddhist temple, etc. Where are they and when services are held? Attend a service if possible. If they offer services to the community, what are they? When are they available?
- ✓ Locate any neighborhood associations. Do they hold regular meetings? Who are they for – think about home ownership, race, and class? What are they most concerned about or what do they focus their efforts on? If none is available, determine where the nearest option is outside of the community.
- ✓ Go to a fire station. Ask them about community relationships.
- ✓ Determine where the regular polling places are.
  - Talk to 3 different people in different parts of the area and ask them if they know where to go to vote. Ask them if they voted in the last election. Ask them if they know their local officials (mayor, city council person, congressional representative, state representative...). *These brief interviews are not to be included in your 6 required interviews unless the interviews are at least 40 minutes.*
- ✓ Visit a local newspaper or office of an online community publication. What are the most pressing stories being reported? Who covers your area?



- ✓ Locate and observe the various types of businesses in the community. What is the ratio of grocery stores to fast food outlets? How many hotels, clothing stores so you see? Chains versus small businesses?
- ✓ What are the local elementary, middle, high schools, or other educational establishments in the area?
  - How do children travel to these schools? Can the schools hold all the children or are some bussed? What kinds of groups (i.e, PTA or others) are available? Are there social workers or other services, such as family involvement available?
- ✓ Where are the health care facilities, i.e. clinics, hospitals, doctor's offices?
  - How are the environments of the buildings and offices? Who typically receives services at these various locations? Are services offered in a variety of languages - if so, which languages? What are the eligibility requirements for services? Are any of the services available for people with low or no incomes? Are they available to the groups of people who live in the area?
- ✓ Visit the local mental health or community health services. Who goes there to receive services, i.e. community or non-community members, age ranges, income level, etc.? Are services offered in a variety of languages? How much do services cost or allowances in cost for low-income individuals? What are the eligibility requirements for services?
- ✓ Who are the city council, mayoral, state, and federal representatives?
  - Make an appointment with a city council or district representative. Discuss the community and political context of the environment.
- ✓ Observe some community meeting or community gathering? Who sets the agenda? Who was present? Who had voice? How were decisions made?
  - Notice operating hours of all of these services, events, etc? Who can attend? Who cannot?

SSW PE 1.1 ASSESSED

SSW PE 2.2 ASSESSED

SSW PE 3.3 ASSESSED

SSW PE 4.2 ASSESSED

SSW PE 4.3 ASSESSED

SSW PE 6.4 ASSESSED

**Final Project Proposal**

**Final Project Proposal**

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**Final Project Proposal**

**Final Project Proposal**

The purpose of this assignment is to integrate previous social work coursework and experience, your community assessment and experiences, and the outcomes of your literature reviews to propose a community-based, social change project. Your group will come to an agreement based on the community assessment findings and the individual literature reviews as to what project you will propose to meet a need in your selected community. The selected intervention should be based on the needs expressed by the community and highly feasible given your limited resources and that the implementation will be accomplished within the course the next semester (approximately over a 12-15 week period).

**The proposal should include the following:**

A. **Introduction:** Provide an introduction to the overall paper outlining what will be discussed.

B. **Brief description of the community overall:**

Synthesize and summarize your Assignment 1: Community Assessment. This includes a description of the community based on the completed secondary data review, interviews, and asset mapping. This is a **brief summary only**, so select **most relevant** areas that will support you in the following:

- Provide a **general** overview of: the community demographics; social, environmental, and health issues (as applicable); strengths and the most relevant needs that emerged.
- How and in what aspects of the community assessment did the social problem manifest in your interviews, focus groups, observations, and literature reviews?

C. **Brief background and/or context of the social problem you are addressing in the community:**

- Provide a problem statement that supports the identified need.
- Include prevalence rates (local, state, national, etc.) and known risks associated with this social issue if it is not addressed for your community.
- Based on a synthesis of your Community Assessment Paper and conclusions drawn from the Literature Review Assignment, identify the major community challenges around the social issue of focus.
  - What are the **major contributors** to these challenges related to the targeted community social problem you are addressing?
  - Identify **sub-groups that are more impacted** by the challenges as applicable, and discuss why?

D. **Proposed Intervention:**

**Primary focus of this assignment is the proposed intervention and rationale** for its selection. Support your selection for the intervention with the use of literature, data from your community assessment, and literature review. Outline the following:

- Describe the Intervention
  - What is the **purpose** of the intervention? Why was it selected - effectiveness, fit with population, community, feasibility, etc.? Provide a rationale and refer to literature that may strengthen your decision to provide this intervention and why selected.
  - What previous policy and evidence-based direct interventions mirror your potential strategies? Support the basis for choosing this intervention.
  - Briefly **describe the intervention and associated tasks** involved.
  - Should it be modified based on the demographics of the community? If so, how so?
- Intervention Beneficiaries
  - Who are the **target population and community of interest for the intervention** within your area? Provide demographics for that group to substantiate representation in the broader community.
  - How do you think the target population will **perceive the intervention**?
  - What is the **geographic or other scope** of the project within your community (if different than target population)? Where in your community can you outreach to promote the proposed intervention?
  -

- Implementation and Evaluation Plan

Based upon your extensive analysis, complete and present a preliminary implementation and evaluation plan for the described intervention.

- Think about the **community assets, barriers/challenges, and concerns for implementation** in addressing the identified community need/social issue. Include consideration of cultural contexts and the political distribution of power in discussing the assets and challenges.
  - How will these be addressed in the use of the selected intervention?
- What agencies or policy makers (i.e. local, state or federal) will you **outreach to garner support** for your intervention? In this process which agencies do you anticipate encouraging or discouraging the use of this intervention?
  - **\*\*Make contact with 1-2 agencies that you would like to collaborate with on the proposed project and report on that exchange. Do not make any commitments or promises at this time.\*\***
- What are the **goals and objectives of the intervention**
  - List the **outcome goals** and **objectives** of the intervention.
- Give a **timeline for key steps for the spring semester (January – March/April)**
  - Include a table or graphic timeline
- Present **ideas for a possible evaluation plan** for the intervention. This should align with the desired outcome goals and objectives for the intervention. Include ideas for 1) methods for evaluation (i.e. satisfaction surveys, focus groups, individual questionnaires), 2) instruments or measures, and 3) data collection plan.

E. **Conclusion:** Close paper with a note on final considerations for the proposal as part of a conclusion

### Writing requirements

In addition to the information requested above, also provide:

- A title page
- A References section

### Formatting

- The paper should be 10-15 pages in length (excluding title page, diagrams, and References)
- Use 1" margins
- Double spaced
- Times New Roman, 12-point font
- Edit to be certain sentences are grammatically correct, and that the paper is free of punctuation errors and typos
- The paper should be cohesive, focused, and seamless as if one person wrote the paper
- All sourced information should be cited and referenced per APA standards
- If information is unknown, please indicate this to be the case
- Text boxes, charts, and images/photographs
  - It is acceptable to insert text boxes, charts, and/or an image/photograph that highlights the nature of the problem, the impact of the problem upon the target population, or the nature of the response to the problem
    - The text boxes, charts, or image/photograph should be no larger than 25% of the page

- No more than 3 text boxes, charts, and images/photographs total

#### Sources

- Sources may include those used in previous assignments
- All references **must** be cited in APA format in text and on a reference page
- Personal communications with service providers, target population (where appropriate), policy makers, or other experts may be used, but are not counted in the as academic sources
- Alternative, non-academic sources may be used, but are not counted in the as academic sources
  - i.e., newspaper/magazine articles, on-line think tanks/public advocacy sites, film, popular non-fiction/fiction

SSW PE 2.1 ASSESSED

SSW PE 8.1 ASSESSED

SSW PE 10.2 ASSESSED

SSW PE 10.3 ASSESSED

#### Literature Review

#### Literature Review

#### Literature Review

The purpose of this literature review assignment is to expand upon the students' work on the Community Assessment and begin to better understand the consequences of social problems that impact people living in a geographic location and the responses developed to mitigate the social problems identified by your project group. Specifically, each group will determine ONE prominent social problem that manifested during your community assessment. Then, each student will explore the relevant research, theoretical concepts, clinical issues, community, and policy literature of that issue in order to achieve a greater understanding of the identified social need. In addition, evidence-based practices that may reduce or alleviate the social problem will also be included.

#### Note:

- This is an individual assignment. Group member may *choose* to work together to consider overlapping information; however, absolutely no content should be copied or identical across papers. Take note that the relevance of the selected social problem **must** be supported from your community assessment.

#### Outline of Literature Review

- 1) **Introduction:** Briefly introduce the reader to the social problem you are exploring and the evidence you are relying on to determine it is a challenge in your community.
  - Reference what in the community assessment brought this issue to light.
  - Present national and local secondary data indicating **scope of the social problem**.
  - What particular **sub-populations** are most likely to face this social challenge? Why are they at more risk than others? Provide demographic information across at least **two** demographic indicators, such as age, ethnicity, socio-economic status, gender, orientation, etc.

- What are the contributing factors at the **micro, mezzo, and macro levels** to the *existence and perpetuation* of the challenge? Note one factor for each level as applicable.
- 2) **Theoretical Literature: Using literature and human behavior theory as a reference**, provide a review of what are the potential human development outcomes related to your social challenge.
- Each student will explore **two domains of human behavior**. The group **must** coordinate together to ensure that all elements are addressed amongst the members of the group. **No more than two people should address each domain**.
    - Each group will submit one cover sheet that will list each group member and which domains will be covered by each member to ensure all domains are explored. Discuss the deadline for this cover sheet with your instructor.
    - Explore the impact of your challenge on at **least two of the following domains: *biophysical, cognitive, psychological/emotional, and social/interpersonal domains***. A review of how the development within the selected domain may vary based on *race/ethnicity, culture, immigration status, SES, and gender identity or sexual orientation* is required.
  - Provide references to support your discussion across the domains.
- 3) **Public Policy Related to the Challenge**: Discuss at least one policy that has been enacted to address the selected social problem. Provide an overview of the policy, the relevance to the social issue, and results of policy implementation in addressing the social issue. Use appropriate citations to support your assertions (relevant policy analysis literature and non-academic sources such as government and advocacy websites are appropriate references for this effort).
- If there are significant policy debates relating to the framing and/or addressing of the social problem, identify the primary differences and policy implications (ex. homelessness – interventions supporting use of food pantries versus building of affordable housing).
- 4) **Evidence-Based Approaches to Prevent or Reduce the Social Problem**: Describe at least one evidence-based and best practice models reported in the literature that have the best outcomes related to this challenge. Be sure to address the populations the intervention(s) has been used with as well as the outcomes or possible challenges in the use of the intervention in your community of focus.
- 5) **Conclusion: Summary and Integration of the Theoretical, Empirical and Policy Related Literature**:
- Integrate and provide implications for the three key areas of the paper: research, theoretical frameworks and policy approaches.
    - What future directions would you recommend to address this social challenge in your community?
    - What aspects of your community should be considered in the use or adaptation of the evidence-based approaches you identified?

### Writing requirements

In addition to the information requested above, also provide:

- A title page
- A References section

## Formatting

- The paper should be 6-8 pages in length (excluding title page, the diagram, and References)
- Use 1" margins
- Double spaced
- Times New Roman, 12-point font
- Edit to be certain sentences are grammatically correct, and that the paper is free of punctuation errors and typos
- The paper should be cohesive, focused, and seamless, including transitions between sections
- All sourced information should be cited and referenced per APA standards
- If information is unknown, please indicate this to be the case
- All bullet-pointed information should be presented with a brief explanation indicating the purposes of including the information that follows the explanation
- Text boxes and images/photographs
  - It is acceptable to insert text boxes or an image/photograph that highlights the nature of the problem, the impact of the problem upon the target population, or the nature of the response to the problem
    - The text box or image/photograph should be no larger than 25% of the page
    - No more than 3 text boxes and images/photographs total

## Sources

- 10+ academic sources
  - These can include the academic sources included in the Community Assessment Paper
  - All references **must** be cited in APA format in text and on a reference page
  - Alternative, non-academic sources may be used, but are not counted in the as academic sources
    - i.e., newspaper/magazine articles, on-line think tanks/public advocacy sites, film, popular non-fiction/fiction

## SSW PE 2.3 ASSESSED

### Self-Reflection Paper

The purpose of self-reflection is to assist students in maximizing their learning experience through a thoughtful review of their experience with the community assessment experience. Support your position with personal accounts and references (personal history/background; practice skills) and course materials. Be sure to use specific and concrete examples in your reflection.

#### **Address the following elements:**

1. What have you learned as a result of your community engagement experience?
  - What was your perception of the community and community members prior to your community visits?
  - How did your perceptions match the reality of the situation?
  - If your perceptions of the community changed during your assessment, what were the changes and why do you think that happened?
  - What issues of power, privilege, and oppression were evident? How does this influence your approach to engagement with the community?
  - What do you see as some of potential barriers or challenges you might have in participating fully in this experience based on your own skills and areas for growth? How can reduce these challenges next semester when you implement your group project?

2. Discuss how your experience with this community assessment and your group work will influence your future work as a professional social worker.
- What **1<sup>st</sup> year foundation course content** (social work practice, human behavior, policy and/or research) did you draw from to integrate learning to optimize your understanding and experience in the course?
  - What social work skills have you utilized in the process of the assessment and in your group work?
  - What personal strengths do you bring to community work? Did these emerge in your role as a group member? If no, why? If yes, how so?

### Formatting

- The paper should be 3-4 pages in length
- Use 1" margins
- Double spaced
- Times New Roman, 12-point font
- Edit to be certain sentences are grammatically correct, and that the paper is free of punctuation errors and typos
- All sourced information should be cited and referenced per APA standards
- Personal pronouns are acceptable and may be used as appropriate (i.e. "I" or "we")

SSW PE 3.1 ASSESSED

SSW PE 4.1 ASSESSED

SSW PE 5.1 ASSESSED

SSW PE 9.1 ASSESSED

SSW PE 9.2 ASSESSED

SSW PE 9.3 ASSESSED

Community Assessment Paper

Community Assessment Paper

Community Assessment Paper

Community Assessment Paper

**Purpose:** As a group, select a community in or around the City of Long Beach (named area, census tract, zip code, city council district) and perform assessment activities to understand the various components in the community that include but are not limited to the geographical, social, political, commerce, and service system structures. Students will critically analyze and integrate data gathered from these multiple sources to better understand the strengths and most frequently noted challenges in the community to identify areas which might be amenable to intervention as well as resources that might be used to help bring about change. The Community Assessment will use community information from the following activities to develop a thorough assessment of your selected community:

- 1) Community Assessment Activity: A Day in the Life – see guidelines and checklist posted in BeachBoard for instructions on completing this portion of the assignment. The checklist will be submitted with the assessment as an appendix.
- 2) Research of demographic and other publicly accessible data – see “Secondary Data Worksheet” handout posted in BeachBoard for guidance on researching this information
- 3) Community interviews (6 total) with at least four community residents and at least two political representatives, service providers, and/or community leaders servicing the selected community. There should be no overlap/double counting between the community residents and professional or community leader interviews. Students will schedule formal meetings or phone calls with the professionals and leaders to be interviewed.

### **Paper Outline:**

#### A. Introduction

Provide an introduction to the overall paper outlining what will be discussed. Be sure to include a clear, thoughtful, and engaging thesis statement.

#### B. Mapping the Community

You will develop both a geographic map of where resources are located and a conceptual (McKnight-type Community Assets Map) representing the types of resources available. Maps must be incorporated into the paper or in appendices with reference to the maps in the narrative portion of the paper.

##### 1. Geographic Map

- Where appropriate, highlight community boundaries.
- Develop a key with symbols or colors indicating at least the following:
  - Location of important organizations, including government programs, private agencies, schools, recreation centers, places of worship, or agencies that may be relevant to the community.
  - Location of public transportation and/or freeways or major thoroughfares
  - Location of specific racial and/or ethnic enclaves, if applicable
  - Location of assets that are part of the business community. Examples may include small businesses, large chain businesses, commercial buildings, restaurants, convenience stores, service shops, etc.

##### 2. Conceptual Asset Map presents a visual summary of assets in the community using a conceptual layout.

- See course resources posted on BeachBoard and lecture slides for guidance on both types of maps.

Write a brief narrative that explains and expands upon information included on the maps. Include:

- The name of the community (formal and informal) and its boundaries
- A brief description of the community *based on observational data* (ex. layout, up-keep, types of structures that dominate the area, members of the community).
- Observations and conclusions regarding their location, distribution, and accessibility of public goods and services.



- *You may include photos as a part of in your submission as a supplement to your description.*
- C. Demographic and Secondary Data Describing the Community- seek the following data as available and describe in narrative form. Reference hand out titled “Secondary Data Analysis Workshop” in BeachBoard for guidance on data search. Be sure to utilize indicators that are relevant to your concentration.
- Detailed demographics of community residents: age, ethnicity, immigration status, language, family structure, income, education
  - Health and mental health data for the community
  - Educational data: school performance, English language proficiency, poverty, educational achievement of parents, etc.
  - Civic participation: civic engagement, PTA, neighborhood associations
  - Social disorganization: police/crime reports, parolee data, prison re-entry data, feelings people have about their neighborhoods
  - Include comparison indicators to Long Beach averages, state averages and/or national averages when available on the above reported areas
- Charts, tables, and other visuals to help organize the materials may be included in an appendix but not in replacement of the narrative description. All should be titled and cited as appropriate.
- D. Interview Data
- Provide an interview analysis based on the people you spoke with or identified during or following your community visits (brief interviews with at least four community members/leaders, two political representative or government official and service professionals). What were the common themes across the interviews? How did the individuals interviewed see things differently or the same? What might contribute to these differences or similarities?
- E. Conclusion
- Provide overall concluding statements to clearly end the paper to provide a succinct summary of the group’s findings.
  - Highlight 2 social problems that emerged as most relevant for the community based on the multiple sources of data presented in the paper. These points will inform the next steps in the project development.
- F. **Day in the Life Activity checklist:** Submit a completed Day in the Life Activity Checklist form that reflects all activities completed and participation noted by each group member.

### **Writing requirements**

In addition to the information requested above, also provide:

- A title page
- A References section

## Formatting

- The paper should be no more than 20 pages in length (excluding title page, geographic map, asset map, and References)
- Use 1" margins
- Double spaced
- Times New Roman, 12-point font
- Edit to be certain sentences are grammatically correct, and that the paper is free of punctuation errors and typos
- The paper should be cohesive, focused, and seamless as if one person wrote the paper
- All sourced information should be cited and referenced per APA standards
- If information is unknown, please indicate this to be the case
- All bullet-pointed information should be presented with a brief explanation indicating the purposes of including the information that follows the explanation
- Text boxes and images/photographs
  - It is acceptable to insert text boxes for quotes from interviewees or image/photographs or an image/photograph that highlights key aspects of the area or the population.
    - The text box or image/photograph should be no larger than 25% of the page
    - No more than 3 text boxes and images/photographs total

## Sources

- All references **must** be cited in APA format in text and on a reference page
- Personal communications with service providers, target population (where appropriate), policy makers, or other experts may be used.
  - This can include a member of the Project Group or a classmate if that member or classmate has extensive experience in the community (this **MUST** be cleared with the Instructor first); however, this will not be counted as one of your formal interviews.
- Alternative, non-academic sources may be used.
  - Secondary data sources (i.e. reports, census, state, federal, local government websites)
  - Newspaper/magazine articles, on-line think tanks/public advocacy sites, film, popular non-fiction/fiction

**Final Workshop (THIS IS NOT LISTED ON MATRIX)**

As professional social workers, it is critical to develop public speaking skills as well as facilitate a working process of idea gathering and analysis. Professional social workers are often asked to facilitate meetings with various individuals and groups whether they are funders, clients, board members, legislators, co-workers, colleagues or others. These meetings are often great opportunities to brainstorm, network, develop collaborative relationships, secure commitments to secure funding, and implement policies and/or policy alternatives. This final workshop should be thought about in much the same way.

#### Workshop Objectives

- To demonstrate student's individual and collective competencies as professional social workers by providing them with an opportunity to deliver an engaging, informative and relevant workshop related to a community project
- To gather, analyze and synthesize the ideas and experience of the entire class to improve the progress of your project proposal

#### Brief Presentation

A **3-5 minute presentation** regarding relevant information gathered in the research of the group project area of interest. Attention should be paid to:

- Summarize your community assessment *key findings* (both strengths and challenges), identify the social challenge your group selected (i.e., prevalence, social factors, relevant demographics, etc.), and your selection rationale.
- Summarize the evidenced models that exist around the social challenge. The link between your proposed project and the social challenge should be clear to your audience.
- Present the goals and objectives of your proposed project
- Summarize your implementation plan including your possible evaluation strategy

#### Presentation Guidelines

- Project Group should ensure that the presentation is **concise** and that increased effort and focus is made to ensure a productive workshop that will assist in the progress of the project proposal rather than the dissemination of information. Rehearse to ensure that the presentation is brief and clear and the majority of the time is spent on the workshop.
- Use visuals for both presenting portions of the workshop (e.g. a short video, a PowerPoint presentation), an experiential activity, a role play, or some similar activity to highlight/illustrate/ demonstrate/ sensationalize the importance, relevance, or limitations of your project (but, keep the time limitations of each portion in mind).
- PowerPoint is not required. If students choose to use a visual presentation (i.e. PowerPoint), students will include no more than three slides with **no more than 2-4 bullets on each slide**.

#### Facilitated Workshop

A **10-15 minute workshop and question/answer session** will be developed that ensures the group receives feedback and engages in interactive discussion of the material and proposed intervention.

- Prepare questions or areas you would like to get feedback on from the class that will help further the development of the project
- Groups may utilize an activity to engage the audience to assist the group in developing ideas and suggestions for the proposed project

**Fact Sheet (optional)** - 1-page sheet or brochure

- The 1 page fact sheet or brochure **may be used to** complement and expand upon the information provided in both portions of the workshop as the information relates to the community project (i.e., it should be a synthesis of key points drawn from assignments and any other relevant information in support of the workshop). This is not required.
- The fact sheet or brochure **may** be emailed to the instructor one week prior to the presentation so that the instructor can disseminate it to students via BeachBoard. If used, be sure to include enough information on the fact sheet so that a layperson will readily understand the issue, your analysis, and the proposed community project.

**Strategies for the workshop:**

- Make sure that any transitions to different members are very well organized and choreographed.
- What is your core message and purpose?
- Utilize interactive activities to generate involvement and ideas from your audience.
- Be sure to explain enough about the issue (or refer your audience to your Fact Sheet or Brochure) so that your audience is provided with a solid foundation regarding the rationale for your proposed (tentative) project.

**NOTE:** If groups plan to use a laptop and/or videos for either portion of their workshop, they will need to arrange for or provide their own cable and speakers for laptops in order to link to the projection equipment in the classroom. **GROUPS UTILIZING EQUIPMENT MUST PLAN TO PRACTICE THE USE OF TECHNOLOGY PRIOR TO THE DAY OF THE PRESENTATION.**