

**UNIVERSITY OF ILLINOIS AT CHICAGO  
JANE ADDAMS COLLEGE OF SOCIAL WORK**

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**Socw 431: PRACTICE II: GENERALIST PRACTICE WITH TASK GROUPS,  
ORGANIZATIONS AND COMMUNITIES**

**PREREQUISITE:** SocW 430

**CREDITS: 3**

**DESCRIPTION**

This course continues the presentation of generalist social work practice begun in Social Work 430. Social work practice is presented as a basic helping method used by social workers to assist individuals, groups, families, organizations, and communities to achieve personal and-social change. Consistent with the College mission, Practice II is committed to educating professional social workers who can provide leadership in the development and implementation of policies and services on behalf of the poor, the oppressed, racial and ethnic, and sexual minorities, and other at-risk urban populations.

Social Work 431 provides an overview of generalist social work as a method and process covering fundamental concepts, values, principles, and skills with special attention to Task Groups, Organizations, and Communities. The course combines practice content and task group, community, and organizational theory within the overall generalist framework. This course is taught from an ecosystems, empowerment, and strengths framework that emphasizes culturally competent and ethno-conscious practice across systems in an urban and community context. Practice labs provide opportunities for knowledge and skill application including case examples and content focusing on current issues in social work and social welfare.

**REQUIRED TEXTS**

Boettcher, R.E., & Nagy, J. (2003). *A workbook for practice in human service organizations.* Mason, OH: Thompson Learning Custom Publishing.

Hulse-Killacky, D., Killakey, J., & Donigian, J. (2001). *Making task groups work in your world.* Upper Saddle River, NJ: Prentice-Hall, Inc.

The City of Calgary. (2002). *A Handbook for Conducting a Community Assessment.* Calgary, Canada: Author.

<http://www.calgary.ca/cweb/gateway/gateway.asp?GID=395&CID=0&URL=http%3A%2F%2Fcontent%2Ecalgary%2Eca%2FCCA%2FCity%2BLiving%2FPeople%2BResource%2FCommunity%2B%2BMinded%2FCommunity%2BAssessment%2BHandbook%2FWhat%2Bis%2Ba%2BCommunity%2BAssessment%2Ehtm>

KU Work Group on Health Promotion and Community Development (2000). *The Community Tool Box* [http://ctb.lsi.ukans.edu/tools/en/sub\\_section\\_main\\_1810.htm](http://ctb.lsi.ukans.edu/tools/en/sub_section_main_1810.htm)

**OBJECTIVES**

Knowledge

- 1) Understand the basic concepts and principles of the generalist social work method for social intervention and how they apply at the group, organization, and community levels.
- 2) Understand the impact of age, culture, race, class, income level, religion or spirituality,

- disability, gender, and sexual orientation at the group, organization, and community levels.
- 3) Understand how groups, organizations, and communities impact individuals and services provided to individuals.
  - 4) Understand group processes or group dynamics.
  - 5) Understand organizational theory at an introductory level.
  - 6) Understand the need for evidence-based practice.
  - 7) Understand methods for assessing need at the level of the group, organization, and community.
  - 8) Understand methods for planning an intervention at the level of the group, organization, and community.
  - 9) Understand methods for implementing an intervention at the level of the group, organization, and community.
  - 10) Understand methods for evaluating an intervention at the level of the group, organization, and community.
  - 11) Understand methods for conducting a follow-up at the level of the group, organization, and community.

### Skills

- 1) Students should demonstrate an understanding of generalist social work practice as it applies across the levels of the individual, the group, the organization, and the community.
- 2) Based on the strengths perspective, demonstrate an understanding of the contributions to the well-being of the individual that the group, the organization, and the community make.
- 3) Demonstrate ability to assess a task group, plan an intervention, implement an intervention, evaluate that intervention, and follow-up with the group.
- 4) Demonstrate ability to assess an organization and propose an intervention to that organization to improve services, evaluate the intervention, and propose follow-up with that organization.
- 5) Demonstrate ability to outline and describe a community assessment and develop a community plan using the assessment, planning, implementation, evaluation, and follow-up framework.
- 6) Use the appropriate methods to monitor and evaluate intervention outcomes at the group, organization, and community level.

### **EVALUATION-BASIS FOR GRADING**

All students will be held accountable for adhering to academic and non-academic standards of conduct as described in the *JACSW Student Handbook*. Additional copies can be obtained from the Office of Student Affairs.

## STUDENTS NEEDING ACCOMMODATION FOR DISABILITIES

Students needing accommodations for disability must do the following:

- 1) Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.
- 2) Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation. In the case of field instruction classes, the letter should be shown to the College field liaison or the Director of Field.
- 3) Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

## ASSIGNMENTS

Assignment	Type of Assignment	% of Grade
Attendance		-3 points per class missed
Class Participation	Required Readings & Discussion	15%
Organizational Analysis	Individual Paper	30%
Skills Workbook	Practice Skills	15%
Community Assessment	Overall Project	35%
	Presentation	5%
Total		100%

### Attendance:

Attendance will be taken at the start of class and latecomers will not be added to the roll. Attendance and participation are not the same. Participation that you get credit for means that you come to class prepared having read the material and you contribute substantively to the discussion. You need to be present to participate.

### Class Participation: Required Readings & Discussion 15%

The Required Readings have been carefully selected to give students a basic understanding of generalist practice with groups, organizations, and communities. Thus, it is important that students come to class prepared to discuss the assigned readings, ask questions, contribute information in class exercises, and think critically.

### Organizational Analysis: Framework for Analyzing a Human Service Organization—30%

The Organizational Assessment is a written analysis of an organization. Most students will find it convenient to use the organization in which you are doing your field placement and to integrate this assignment into your practicum learning objectives. You may use another organization but consult with the instructor regarding this option. The information you gather is to be used for educational purposes only. The paper should be written to protect the confidentiality of individuals and the agency. Coordinate your work closely with your field instructor, and contact the course instructor if any questions arise. See *detailed instructions in Appendix A*.

### Task Groups: Skills Workbook—15%

### Community Assessment—40%

The mid-term project for this course is a Community Assessment. Form a small group (4-7 students) and choose a neighborhood in the Chicago area to study. Studies will be conducted from a social work perspective, i.e., with an eye towards understanding the well-being and life chances of all community residents, assessing issues and strengths, and thinking about ways to empower residents and improve the quality of life for vulnerable populations in the community. A *Guide to Community Assessment* is included in *Appendix B*. You may divide up the parts of the assignment fit the strengths and interests of your group. It is essential, however, for your group work as a *team* to prepare an integrated and comprehensive picture of the community. Present your Community Assessment to the class by preparing a stimulating, professional presentation. This includes the use of a PowerPoint presentation and may include video clips, photos, music, ethnic food, audience participation techniques, etc. See *Appendix B* for details of this assignment and checklists.

## TOPICAL OUTLINE

**Session 1**      **Introduction & Overview of Macro Practice**  
 Jan 12, 14      Review of Generalist Model of Social Work focusing on the ecosystem.  
                      Where does "Macro Practice" fit?  
                      Identifying strengths on the macro level.

### Recommended

Selber, K., & Austin, D.M. (1997). Mary Parker Follett: Epilogue to or return of a social work management pioneer? Administration in Social Work, 21(1), 1-15.

**Session 2**      **Task groups: Types of Groups, Planning and Initiating**  
 Jan. 19, 21      Group dynamics  
                      Group problem solving  
                      Goal-setting  
                      Structure and group decision-making

**Practice lab:** *Introduction to Teams, Team Member Expectations, Team Assessment*  
**Boettcher's Skills Workbook:** *Brainstorming*

**Discussion Questions:** 1) What skills are needed to effectively participate in a task group?

### Required

Hulse-Killacky, D., Killakey, J., & Donigian, J. (2001). Making task groups work in your world. Upper Saddle River, NJ: Prentice-Hall, Inc. Chapter 1: Task groups in our everyday lives (pp. 3-25). Chapter 2: A model for task groups (pp. 26-60).

Ephross, P. H., & Vassil, T. V. (1987). Towards a model of working groups. Social Work with Groups, 10(2), 11-23. **On Reserve**

Wheelan, S.A., & Kaeser, R.M. (1997). The influence of task type and designated leaders on developmental patterns in groups. Small Group Research, 28(1), 94-122. **Academic Search Elite**

### Recommended

Anderson, J. (1997). Task Groups (Chapter 13, pp. 255-262), Social Work with Groups. White Plains, NY: Longman.

Tuckman, B.W., & Jensen, M.A.C. (1977). Stages of small-group development revisited. Group & Organization Studies, 2(4), 419-427.

Hare, A.P. (1994). Types of roles in small groups. Small Group Research, 25(3), 433-444. **Academic Search Elite**

Iowa State University Extension to Communities—Tools, Self-Help Resources for Community Groups. <http://www.extension.iastate.edu/communities/tool/html> 1) Group Decision Making Tools and 2) Facilitating Groups for Results.

Siciliano, J. (1999). A template for managing teamwork in courses across the curriculum. Journal of Education for Business, 74(5), 261-264. **EBESCOhost**

**Session 3**      **Task Groups: Working Phase-Goal Implementation**  
 Jan 26, 28      Identifying stages of task groups

Strategizing  
 Identifying agendas & conflict-of-interest  
 Defining activities  
 Norms  
 Dealing with emotions  
 Interactions with the environment  
 Termination

**Practice Lab:**

**Boettcher's Skills Workbook:** *Nominal Group Technique*

**Reading Assignment:** 1) What types of group decision-making processes have you observed at your agency or previous work settings? How might gender play a role in what you have observed? 2) What are the implications of the Gersick model for new and ongoing task groups at your agency and in other social service agencies?

Required

Hulse-Killacky, D., Killakey, J., & Donigian, J. (2001). Making task groups work in your world. Upper Saddle River, NJ: Prentice-Hall, Inc. Chapter 3: An illustration of the model for task groups in action: The Action Phase (pp. 61-91). Chapter 4: An illustration of the model for task groups in action: The Closure Phase (pp. 93-110).

Gersick, C.J.G. (1988). Time and transition in work teams: Toward a new model of group development. The Academy of Management Journal, 31(1), 9-41. **JSTOR Business Collection**

Bolman, L.G., & Deal, T. (1992). What makes a team work? Organizational Dynamics, 21(2), 34-44. **Business Source Elite**

France, M.H., & Wahl, J. (1997). What's going on here? Strategies for group development. Guidance & Counseling, 12(3), 24-27. **Academic Search Elite**

Recommended

Berman-Rossi, Toby. (1992). Empowering groups through understanding stages of group development. Social Work with Groups, 15(2/3), 239-255.

Wheelan, S.A., & Conway, C. (1991). Group development as a framework to understand and promote school readiness to engage in an organizational development project. Journal of Educational and Psychological Consultation, 2(1), 59-71. **Academic Search Elite**

**Session 4**  
 Feb 2, 4

**Organizations: Assessment**

Definitions from organizational theory  
 Assessing organizations from a closed system perspective  
 Identifying organizational structures

**Practice Lab:** *Applying Organizational Concepts: Which organizational theory is best?*

**Reading Assignment:** 1) Identify the basic concepts inherent in theoretical perspectives on organizations and be prepared to discuss these concepts in class.

Required

Hasenfeld, Y. (1992). Theoretical approaches to human service organizations (pp. 24-44). In Y. Hasenfeld (Ed.), Human Services as Complex Organizations. Newbury Park, CA: Sage Publications. **On Reserve**

Hasenfeld, Y., & Schmid, H. (1989). The life cycle of human service organizations: An administrative perspective. *Administration in Social Work*, *13*(3/4), 243-269. **On Reserve**

Schiele, Jerome. (1990). Organizational theory from an Afrocentric perspective. *Journal of Black Studies*, *21*(2), 145-161. **JSTOR Arts & Sciences**

Rothschild-Witt, J. (1979). The collectivist organization: An alternative to rational-bureaucratic models. *American Sociological Review*, *44*(4), 509-527. **JSTOR Arts and Sciences**

#### Recommended

Hasenfeld, Y. (1992). The nature of human service organizations (pp. 3-23). In Y. Hasenfeld (Ed.), *Human Services As Complex Organizations*. Newbury Park, CA: Sage Publications. **Reader**

Hasenfeld, Y. (1972). People processing organizations: An exchange approach. *American Sociological Review*, *37*(3), 256-263. **JSTOR Arts and Sciences**

Stivers, C. (1995). Settlement women and bureau men: Constructing a usable past for public administration. *Public Administration Review*, *55*(6), 522-529. **Business Source Elite**

Wertheim, E.G. (2003). Historical background of organizational behavior. <http://web.cba.neu.edu/~ewertheim/introd/history.htm> (4 pages)

Allen, G. (2002). Supervision. Hyperlink book: Chapter 6. History of Management. [http://ollie.dcccd.edu/mgmt1374/book\\_intro.html](http://ollie.dcccd.edu/mgmt1374/book_intro.html)

#### **Session 5**

Feb 9, 11

#### **Organizations: Assessment**

Assessing organizations from an open system perspective  
Models of assessment  
External constraints and strengths  
Examining power dynamics

**Practice Lab:** *Applying Models of Assessment*  
*Mapping Relationships in the Agency/Organizational Environment*

**Boettcher's Skills Workbook:** *Force Field Analysis*

**Reading Assignment:** 1) Start to collect agency documents and information for your organizational assessment. 1) Bring in an organizational chart and your agency's mission statement. 2) Think about race & gender issues and be prepared to discuss specific ideas presented in the readings.

#### Required

Van Wart, M. (1995). The first step in the reinvention process: Assessment. *Public Administration Review*, *55*(5), 429-439. **Business Source Elite**

Netting, F.E., Kettner, P.M., McMurtry, S.L. (1998). *Social work macro practice*. Chapter 8, "Analyzing Human Service Organizations," pp. 233-277. **On Reserve**

Bond, M.A. (1999). Gender, race, and class in organizational contexts. *American Journal of Community Psychology*, *27*(3), 327-355. **Kluwer Journals Online**

Nkomo, S.M. (1992). The Emperor has no clothes: Rewriting "race in organizations. *Academy of Management Review*, *17*(3), 487-513. **JSTOR Business**

Ostrander, S.A. (1999). Gender and race in a pro-feminist, progressive, mixed-gender, mixed-race organization. *Gender & Society*, *13*(5), 628-642. **Electronic Collections Online**

Recommended

GuideStar, the national database of U.S. charitable organizations, gathers and distributes data on more than 850,000 IRS-recognized nonprofits. <http://www.guidestar.com/>

McNeely, R.L. (1992). Job satisfaction in the public social services: Perspectives on structure, situational factors, gender and ethnicity (pp. 224-256). In Y. Hasenfeld (Ed.), Human Services As Complex Organizations. Newbury Park, CA: Sage Publications.

Paradigms for Postmodern Managers. (2003).  
<http://web.cba.neu.edu/~ewertheim/introd/paradigm.htm>

Puntenney, D.L. (2000). A guide to building sustainable organizations from the inside out: An organizational capacity building toolbox from the Chicago Foundation for Women. Chicago, IL: ACTA Publications.

**Session 6**  
Feb 16, 18**Organizations: Assessment**

Assessing environmental complexity  
Implementing information processing  
Developing and modifying organizational structure

**Practice Lab:** *Paradigms: Assessing Organizational Culture*  
**Boettcher's Skills Workbook:** *Flow Charts*

**Reading Assignment:** 1) Understand the central idea of how moral assumptions can transform organizational forms and practices. How do moral systems and eligibility rules currently impact clients at your field agency? 2) Consider whether the ideas from the Garcia-Zamor and Berman et al. articles apply to your agency and your experience with agency management.

Required

Hasenfeld, Y. (2000). Organizational forms as moral practices: The case of welfare departments. Social Service Review, 74(3), 329-351. **Academic Search Elite**

Garcia-Zamor, J. (2003). Workplace spirituality and organizational performance. Public Administration Review, 63(3), 355-363. **Business Source Elite**

Berman, E.M., West, J.P., Richter, Jr., M.N. (2003). Workplace relations: Friendship patterns and consequences (according to managers). Public Administration Review, 62(2), 217-230. **Business Source Elite**

Cohen, B.J. (1999). Fostering innovation in a large human services bureaucracy. Administration in Social Work, 23(2), 47-59. **Available Online**

Recommended

Puntenney, D.L. (2000). A guide to building sustainable organizations from the inside out: An organizational capacity building toolbox from the Chicago Foundation for Women. Chicago, IL: ACTA Publications.

Fried, A. (1994). "It's hard to change what we want to change": Rape Crisis Centers as organizations. Gender and Society, 8(4), 562-583. **JSTOR Arts & Sciences**

Gutierrez L. GlenMaye, L., & DeLois, K. (1995). The organizational context of empowerment practice: Implications for social work administration. Social Work, 40(2), 249-258. **Academic Search Elite**

**Session 7**  
Feb 23, 25**Organizations: Management Practices**

Human resource issues  
Americans with Disabilities Act

Affirmative Action  
 Burnout  
 Addressing cultural differences at the organizational level

**Practice Lab:**

**Boettcher's Skills Workbook:** *Gantt Charts*

**Reading Assignment:** 1) How are human resource issues dealt with at your field agency? 2) What are key issues related to the concept of an inclusive workplace? Is the concept of diversity management feasible at your agency? Why or why not? 3) Notice how burnout is defined and measured in the Zapf article. How much burnout do you think there is at your agency? What supports your ideas about this? How does the Schulz et al. article apply to factors that might relate to levels of worker burnout at your field agency? What increases or protects people from burnout at your agency?

Required

Poverny, L.M. (2000). Employee assistance practice with sexual minorities. Administration in Social Work, 23(3/4), 69-91. **Available Online**

Slack, J.D. (1995). The Americans with Disabilities Act and the workplace: Management's responsibilities in AIDS-related cases. Public Administration Review, 55(4), 365-371. **Business Source Elite**

Mor Barak, M. E. (2000). The inclusive workplace: An ecosystems approach to diversity management. Social Work, 45(4), 339-352. **Academic Search Elite**

Schulz, R., Greenley, J.R., & Brown, R. (1995). Organization, management, and client effects of staff burnout. Journal of Health and Social Behavior, 36(4), 333-345. **JSTOR Arts and Sciences**

Zapf, D., Seifert, C., Schmutte, B., Mertini, H., & Holz, M. (2001). Emotion work and job stressors and their effects on burnout. Psychology & Health, 16 (5), 527-45. **Academic Search Elite**

Recommended

Orlin, M. (1995). The Americans with Disabilities Act: Implications for social services. Social Work, 40, 213-239. **Academic Search Elite**

Hollwitz, J., & Goodman, J.F. (1994). Complying with the Americans with Disabilities Act: Assessing the costs of reasonable accommodation, Public Personnel Management, 24(2), 149-158. **Academic Search Elite**

**Session 8**

Mar 1, 3

**Ethical Decision-making in Macro Practice**

Ethical models for decision making  
 How social work ethics fit with these models  
 Ethical dilemmas

**Practice Lab:** *Case Studies: Problem Solving and Discussion*  
**Boettcher's Skills Workbook:** *Fish Chart*

**Reading Assignment:** 1) Identify at least one ethical dilemma and write it out on a 1-page sheet of paper. Prepare to present the case and discuss the problem in class. 2) Is the ethics audit a feasible approach to preventing ethics violations? Why or why not? 3) Become familiar with the Community Toolbox site when you are looking up and reading the Community Toolbox assigned reading.

Required

Julian, D. A. (1999). Some ethical standards to guide community practice and an example of an ethical dilemma from the field. *Journal of Community Practice*, 6(1), 1-13. **Available Online**

Strom-Gottfried, K. (2003). Understanding adjudication: Origins, targets, and outcomes of ethical complaints. *Social Work*, 48(1), 85-94. **Academic Search Elite**

Reamer, F. (2000). The social work ethics audit: A risk-management strategy. *Social Work*, 45(4), 355-366. **Academic Search Elite**

Community Tool Box: Chapter 19, Section 5: Ethical Issues in Community Interventions: [http://ctb.lsi.ukans.edu/tools/EN/sub\\_section\\_main\\_1165.htm](http://ctb.lsi.ukans.edu/tools/EN/sub_section_main_1165.htm)

### Recommended

Strom-Gottfried, K. (2000). Ensuring ethical practice: An examination of NASW Code violations, 1986-97. *Social Work*, 45(3), 251-261. **Academic Search Elite**

**Session 9**  
Mar 8, 10

### **Understanding and Engaging Communities**

Defining Communities

Community as Context of Practice in a Generalist Framework

Theoretical Perspectives on Community Practice

History of Community Practice

Social, Economic and Political Considerations

Entering and Engaging Communities

**Practice Lab:** *Community Assessment Projects*

**Boettcher's Skills Workbook:** *Pareto Chart*

**Reading Assignment:** 1) Which concepts defined by Fellin are most relevant to understand the community where your field placement is? Is this different from the concepts that are most relevant to understanding your own neighborhood? 2) How has the history of community practice changed or evolved over time? 3) Familiarize yourself with the Handbook for Conducting a Community Assessment.

### **Organizational Assessment Due**

#### *Form Task Groups for Community Assessment*

### Required

Chaskin, R.J. (1997). Perspectives on neighborhood and community: A review of the literature. *Social Service Review*, 71(4), 522-547. **Academic Search Elite**

Fisher, Robert. (1995). Neighborhood organizing: The importance of the historical context. COMM-ORG: The Papers Collection. <http://comm-org.utoledo.edu/papers.htm>

The City of Calgary. (2002). *A Handbook for Conducting a Community Assessment*. Calgary, Canada: Author.

<http://www.calgary.ca/cweb/gateway/gateway.asp?GID=395&CID=0&URL=http%3A%2F%2Fcontent%2Ecalgary%2Eca%2FCCA%2FCity%2BLiving%2FPeople%2BResource%2FCommunity%2B%2BMinded%2FCommunity%2BAssessment%2BHandbook%2FIndex%2Ehtm>

Community Tool Box: Main Section: Building Capacity for Community and Systems Change: [http://ctb.lsi.ukans.edu/tools/EN/sub\\_section\\_main\\_1002.htm](http://ctb.lsi.ukans.edu/tools/EN/sub_section_main_1002.htm)

### Recommended

Garvin, C. D., & Cox, F. M. (2001). A history of community organizing since the Civil War with special reference to oppressed communities (pp. 65-100). In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), Strategies of Community Intervention. Itasca, IL: F.E. Peacock Publishers, Inc.

**Session 10**  
Mar 15, 17

**Assessing Communities**

Community Dynamics

Community Assessment: Demographics, Observation, Participation, Partnership

Participatory Needs Assessment and Research in Communities

Skills of Community Assessment

Monitoring Community Practice

**Practice Lab:** *Demonstrating Online Resources*

**Practice Lab:** *Mobilizing Community Assets: Module I—From Needs to Assets*

**Boettcher's Skills Workbook:** *Conducting a Meeting*

**Reading Assignment:** 1) Begin the group process of collecting data for your community assessment project. Bring a published report, newspaper article, online data, or other type of community information to class. 2) Identify a community problem that you have encountered in a community that you are familiar with. Use the "but why" technique described in the Community Toolbox to analyze the problem.

*Task Groups Meet*

Required

Olsen, M.E., Canan, P., & Hennessy, M. (1985). A value-based community assessment process: Integrating quality of life and social impact studies. Sociological Methods & Research, 13(3), 325-361. **ECO**

Connecticut Assets Network. (2003). Community capacity building glossary: What is all this jargon? <http://www.ctassets.org/library/glossary.cfm>

Community Tool Box: Chapter 3: Assessing Community Needs and Resources: [http://ctb.lsi.ukans.edu/tools/EN/chapter\\_1003.htm](http://ctb.lsi.ukans.edu/tools/EN/chapter_1003.htm)

Community Tool Box: Chapter 17: Analyzing Community Problems and Solutions: [http://ctb.lsi.ukans.edu/tools/EN/chapter\\_1017.htm](http://ctb.lsi.ukans.edu/tools/EN/chapter_1017.htm)

Recommended

Cox, F.M. (2001). Community problem solving: A guide to practice with comments (pp. 151-166). In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), Strategies of Community Intervention. Itasca, IL: F.E. Peacock Publishers, Inc.

Iowa State University Extension to Communities—Tools, Self-Help Resources for Community Groups. Needs Assessment Strategies for Community Groups and Organizations <http://www.extension.iastate.edu/communities/tools/assess/>

McKnight, J.L. (1997). A 21<sup>st</sup> century map for healthy communities and families. Families in Society, 78(2), 117-127. <http://www.nwu.edu/IPR/publications/papers/century.pdf>

Higgins, L.R. (2001, September). Gathering and presenting information about your neighborhood. Local Initiative Support Corporation. [Go to <http://www.knowledgeplex.org> then put these two words in the Search menu: Gathering Presenting] Information about a neighborhood can be used to gain a better understanding of its problems and potential. This paper provides a detailed description of where to find data for small areas; how to access and analyze the data; and how to use them for presentations - whether to market one's neighborhood, show what a community's problems are, or just to gain a better understanding of where one lives.

## *Boettcher's Skills Workbook Due*

SPRING BREAK --- NO CLASS  
Week of March 22

**Session 11**      **Planning and Implementing Community Interventions**  
Mar 29, 31      Developing Community Action Plans  
Community-Based Liaison and Service Delivery  
Family and Community Prevention Initiatives  
Work with Community Based Organizations  
Identifying and Developing Resources  
Community Building, Development, and Planning

**Practice Lab:** *Module II—The Gifts of Individuals*

**Reading Assignment:** 1) Think about how a problem in your assessment community could be addressed by a community-level intervention. What do the Chaskin and Delgado readings suggest is important to consider when designing an intervention to address this problem?

*Task Groups Meet*

### Required

Chaskin, R.J. (1998). Neighborhood as a unit of planning and action: A heuristic approach. Journal of Planning Literature, 13(1), 11-30. **Electronic Collections Online**

Delgado, M. (1996). Community asset assessments by Latino youth. Social Work in Education, 18(3), 169-178. **Academic Search Elite**

Delgado, M. (1997). Role of Latina-owned beauty parlors in a Latino community. Social Work, 42(5), 445-453. **Academic Search Elite**

Community Tool Box, Chapter 19: Choosing and adapting community interventions: [http://ctb.lsi.ukans.edu/tools/EN/chapter\\_1019.htm](http://ctb.lsi.ukans.edu/tools/EN/chapter_1019.htm)

Community Tool Box, Part C: Promoting interest and participation in initiatives: [http://ctb.lsi.ukans.edu/tools/EN/part\\_1003.htm](http://ctb.lsi.ukans.edu/tools/EN/part_1003.htm)

### Recommended

Walsh, Joan. (1997). Community building in theory and practice: Three case studies. National Civic Review, 86(4), 291-315 **Academic Search Elite**

Mattaini, M.A. (1993). Behavior analysis and community practice: A review. Research on Social Work Practice, 4, 420-447.

**Session 12**      **Planning and Implementing Community Interventions**  
Apr 5, 7      Community Activism  
Use of Power  
Advocacy and Mobilization Skills  
Coalition Building  
Community Organizing

**Practice Lab:** *Module III—The Strength of Citizen Associations*

**Practice Lab:** *From the Bottom Up*

**Reading Assignment:** 1) Pay particular attention to the skills presented in the Toolbox regarding advocacy and mobilization skills. What points would be most important for you to keep in mind when working with community groups, particularly when trying to work towards changes in a particular area?

### Required

Cortes, E. (1997). Reweaving the social fabric. *Families in Society*, 78(2), 196-200. Civic Practices Network: <http://www.cpn.org/topics/community/reweaving.html>

Eichler, M. (1995). Consensus organizing: Sharing power to gain power. *National Civic Review*, 84(3), 256-271. **Academic Search Elite**

McQuiston, C., Choi-Hevel, S., & Clawson, M. (2001). Protegiendo nuestro comunidad: Empowerment, participatory education for HIV prevention. *Journal of Transcultural Nursing*, 12(4), 275-283. **Electronic Collections Online**

Community Tool Box, Part G: Implementing promising community interventions [http://ctb.lsi.ukans.edu/tools/EN/part\\_1007.htm](http://ctb.lsi.ukans.edu/tools/EN/part_1007.htm)

Community Tool Box, Part I: Organizing for effective advocacy [http://ctb.lsi.ukans.edu/tools/EN/part\\_1009.htm](http://ctb.lsi.ukans.edu/tools/EN/part_1009.htm)

### Recommended

Civic Practices Network. (2003). South Bronx Rebuilds from the bottom up. <http://www.cpn.org/topics/community/bronx.html#bronx> (Read the story)

National Training and Information Center. (2003). Read about NTIC and their current organizing work. <http://www.ntic-us.org/issues/issues.htm>

Ellis, G.A., & Reed, D.F. (1995). Mobilizing a low-income African-American community around tobacco control: A force field analysis. *Health Education Quarterly*, 22(4), 443-458.

**Session 13**  
Apr 12, 14

### **Society and Social Change**

Leadership

Power & power relationships

Implementing organizational change

The use of policy change initiation, management, and analysis

Political action

**Practice Lab:** *Module IV—The Power of Local Institutions*

### *Community Assessment: Presentations*

### Required

Robinson, B., & Hanna, M. (1994). Lessons for academics from grassroots community organizing: A Case Study--The Industrial Areas Foundation. *Journal of Community Practice*, 1(4), 63-94. **Available Online**

### Recommended

Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice*, 8(1), 21-36. **Available Online**

Beck, E.L., & Eichler, M. (2000). Consensus organizing: A practice model for community building. *Journal of Community Practice*, 8(1), 87-102. **Available Online**

**Session 14**     **Diversity & Oppression in Macro Practice**

Apr 19, 21 Addressing structural oppression in organizations and communities  
 Developing ethno-conscious services  
 Power, empowerment, and shared power in macro practice  
 Constructing multicultural coalitions

**Practice Lab:** *Module V—Building the Whole Community*

**Reading Assignment:** 1) Consider how social movements among oppressed groups have evolved and the issues that relate to multicultural organizing. What are some of the differences in the evolution of the Civil Rights and the Gay and Lesbian Rights movements? How does history and characteristics of each population relate to these differences? Consider ideas from both the Poindexter and the Carlton-LaNey articles.

### *Community Assessment: Presentations*

#### Required

Poindexter, C.C. (1997). Sociopolitical antecedents to Stonewall: Analysis of the origins of the gay rights movement in the United States. *Social Work*, *42*(6), 607-615.

**Academic Search Elite**

Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work*, *44*(4), 311-321. **Academic Search Elite**

Chung, A.Y. (2001). The powers that bind: A case study of the collective bases of coalition building in post-civil unrest Los Angeles. *Urban Affairs Review*, *37*(2), 205-226.

**Electronic Collections Online**

Community Tool Box: Chapter 27: Cultural Competence in a Multicultural World:  
[http://ctb.lsi.ukans.edu/tools/EN/chapter\\_1027.htm](http://ctb.lsi.ukans.edu/tools/EN/chapter_1027.htm)

#### Recommended

Rosenthal, D.B. (1996). Gay and lesbian political mobilization and regime responsiveness in four New York cities. *Urban Affairs Review*, *32*(1), 45-71.

**Session 15**  
 Apr 26, 28

#### **Summary, Review & Integration**

Integrating practice across levels from the individual to the community  
 The relationship of case to cause to case advocacy

**Practice Lab:** *Module VI—The Challenge of Outside Help*

**Reading Assignment:** 1) Consider how organizational and community issues relate to the type of practice that you would like to do in the future. What has the content of this course suggested to you about working within organizations and communities?

### *Community Assessment: Presentations*

#### Required

Gibelman, M. (1999). The search for identity: Defining social work -past, present, future. *Social Work*, *44*(4), 298-310. **Academic Search Elite**

#### Recommended

Karuth, K.E. (1994). Changing practice: The making of a PATCH team.  
[http://www.uiowa.edu/~nrcfcp/new/Krauth/krauth\\_patch\\_team.htm](http://www.uiowa.edu/~nrcfcp/new/Krauth/krauth_patch_team.htm)

## APPENDIX A

### Organizational Analysis

For this assignment, you will conduct an organizational analysis of your field placement. I recommend that you begin collecting information for this assignment as soon as you can. At a minimum, you will need to conduct 1-2 key informant interviews and review agency documents. You should refer to relevant readings assigned for Sessions 4-7 for each question requiring you to discuss or refer to the readings.

Format your paper as a Report—that is, single space within paragraphs; double space between paragraphs; use appropriate headers to identify each major section of the paper. Papers should be approximately 15 pages long. Attach relevant materials in Appendices. Use APA formatting for references. Formatting, organization, and writing skills will be worth 10% of your grade.

#### Part One: Introduction (1/2 - 1 page)

Identify the organization that you will analyze for this assignment. Identify, very briefly, the social problem and target population that the agency serves. Since organizations, especially large organizations, can be very complex and deal with many different issues, you may want to select one program and/or target population that the agency works with as the focal point for your Organizational Assessment. Identify individuals from whom you collected your data for the report by agency position (not by name). List the types of agency documents and other data sources used. If you can't get agency documents or meet with key informants who have information that you need, state briefly why you think this was so. (If you have difficulty in getting documents or contact with key informants, discuss this situation with me and/or your Field Liaison before completing your paper.)

#### Part Two: Framework for Analyzing a Human Service Organization<sup>1</sup> (10 pages)

Respond to each of the bulleted questions identified in the tasks listed below. Use the Task Headings outlined below to organize your writing. A useful technique is to summarize your answer to the question, and give specific examples to illustrate your answer. Refer to relevant readings in your analysis. Most of the areas listed below are adapted from Netting's (1998) framework, so be sure that you understand Netting's framework before collecting and analyzing any information. In general, your responses to questions that require describing the information that you have collected should be brief, and your responses to questions requiring you to apply ideas from the readings and analyze the information that you have collected should be longer.

#### Focus A: Identifying The Agency's Task Environment and Assessing Relationships

##### Task 1: Identify sources of cash and noncash revenues

###### *Cash Revenues*

- What are the program/organization's funding sources?
- How much and what percentage of funds are received from each source?

###### *Noncash Revenues*

- Does the program/organization use volunteers? How many and for what purposes?
- What material, in-kind resources (e.g., food, clothing, physical facilities, etc.) does the program/organization receive?
- What tax benefits does the organization receive?
- How do funding sources affect the types of services provided? What are the funding implications for service provision. *Refer to relevant readings.*

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<sup>1</sup> Adapted from Netting, F.E., Kettner, P.M., & McMurtry, S.L. (1998). *Social work macro practice* (Chapter 8, Analyzing human service organizations (pp. 233-277; Appendix, pp. 277-280). New York: Longman.

Task 2: Assess relationships with revenue sources and implications for services

- What type or types of relationships exist between funding sources and the agency?
- What effect does the quality of these relationships have on services?

Task 3: Identify client population and referral sources

- What type of client groups does this program/organization serve?
- What are the demographic characteristics of clients?
- What percentages of clients pay full fees, partial fees, no fees, or are covered by contract revenues?
- What are the major sources of client referrals?
- What are the implications of client characteristics and referral sources for service provision? *Refer to relevant readings.*

Task 4: Assess the agency's relationship to client population and referral sources

- What is the program/organization's domain (e.g., recognized for what expertise)?
- Does demand for services outstrip supply or is there unused capacity?
- Are any clients groups underserved or refused by the program/organization (i.e., poor, elderly, persons of color, women, persons with disabilities, gays/lesbians, or other vulnerable groups)? How does this occur?

Task 5: Identify other important organizations in the task environment

- What state and federal regulatory bodies oversee the organization's programs?
- With what government agencies does this program/organization contract for services?
- What professional association, labor unions, or accrediting bodies influence agency operations?
- How does the program/organization solicit input from the "general public" about the relevance, value, and quality of its services?

Task 6: Assess the agency's relationship to other important organizations in the task environment

- Competition: What other organizations provide the same services as this program/organization?
- Cooperation: Is the program/organization part of a coalition or an alliance?
- Peer Standing: What methods does the program/organization use to understand how regulatory bodies, government contracting agencies, professional organizations, and accrediting bodies perceive its work?
- How do these external influences (regulatory bodies, associations, the general public, and other organizations) affect the agency's services? *Refer to relevant readings.*

**Focus B: Analyzing the Organization**Task 7: Identify mission

- What is the program/organization's mission?
- Is the program/organization operating in a manner that is consistent with its mission?
- What evidence is there that staff support (or do not support) its mission?
- What evidence is there that policies and procedures are consistent (or inconsistent) with mission? *Refer to relevant readings.*

Task 8: Understanding administration, management and leadership style

- How is the workplace organized and work allocated?
- Is appropriate authority and information passed on along with responsibility?
- What type of supervision is in place? Is it supervision of tasks, functions, or employees?
- How much individual discretion are practitioners allowed in their work with clients? (If this varies by position, consider the discretion allowed in your own work.)
- How much standardization of the types of interventions used with clients is there? How is standardization encouraged and/or enforced?
- What means are used in decision-making? Is information solicited from those affected?

- Are there rituals, rewards, or other mechanisms that recognize employee contributions to the success of the program/organization?
- What process and procedures are in place to handle conflict?
- Analyze the effects that you believe that administration, management, and leadership styles have on the employees and the type and quality of the work. Include a discussion of whether gender and staff diversity issues affect administration, management, and leadership. *Refer to relevant readings.*

Task 9: Understand organizational and program structure

- What are the major departmental or program units on the organizational chart?
- Is there an informal organization that is different from those in formal authority positions (people who carry authority because they are respected by staff, and thus exert influence)?
- What has led to the development of this type of informal organization? What are the effects of the informal organization? *Refer to readings in your response.*
- Briefly discuss whether the organization's structure makes sense. Is it consistent (or inconsistent) with and supportive of the mission? *Refer to readings in your response.*

Task 10: Assess the organization's programs and services

- What programs and/or services are offered within the organization? (If this is a large organization, you can outline the services provided by just the program.)
- Are the services consistent with the goals and objectives of the program?
- What intervention modalities (individual sessions, group, family work, community outreach work, etc.) are emphasized in work with individual clients? Is there a theoretical orientation that is emphasized by practitioners? If so, what is it?
- Are the intervention modalities and theoretical orientation of practitioners ("technologies") appropriate and consistent with the goals and objectives of the program? Why or why not?
- Are staffing patterns appropriate? Given expectations for achievement with each client and each service program, are workload expectations reasonable?
- How do management and line staff communicate about problems to be addressed, populations to be served, services to be provided, and client outcomes to be achieved?
- What standards for quality of services have been established? How are these standards enforced or monitored?
- Discuss how communication patterns between management, supervisors, and line staff influences services. *Refer to relevant readings.*
- How does the organizational culture affect services? *Refer to relevant readings.*

Task 11: Assess personnel policies, procedures and practice

- Is there a human resource department? What is the process for recruitment, selection, and hiring new employees? Is there a job description for each position?
- What percentage of people on staff are women, and what is the approximate breakdown of different racial and ethnic groups represented on the staff? • Is the percentage of women and people from racial/ ethnic minority groups evenly distributed across different levels within the organization?
- Is there a plan for staff development and training? Does the agency have a plan for enhancing diversity?
- What type of performance evaluation system is in place? Are there written procedures for employee termination?
- How might personnel policies and procedures of the organization affect staff performance and organizational climate? *Refer to relevant readings.*

Task 12: Assess the adequacy of technical resources and systems

- What method of accounting and budgeting (accrual, fund, line-item, etc.) is used?
- Are there conditions related to facilities or equipment (especially computers) that appear to act as barriers to productivity or work flow?
- What effects of technical resources and systems on workers and the services provided?

**Part Three: Focused Analysis of an Organizational Issue** (3-4 pages)

In this part of your paper, you choose a particular organizational issue or problem to analyze. For example, you might choose having recently lost a major state contract, a decision to expand or contract services, or very high employee turnover. You should refer to the information that you have summarized above and relevant class readings assigned for Sessions 4-7 in your analysis. You should address all of the following questions, but you do not need to be limited by these questions.

- Briefly identify the organizational issue or problem that your analysis has helped you understand.
- Use 1-2 two theoretical approaches from the course readings to understand 2-3 aspects of your organization that are related to the issue that you have identified.
- Discuss how characteristics of your organization affect or are related to the issue that you have identified. For example, you might discuss the implications of the agency's funding sources. How do funding sources affect the issue that you have identified? You can skip information presented in sections that does not appear to be related to the issue that you have identified, but be sure to consider the relevance of information in all areas very carefully. *Use ideas from the readings in your analysis.*

## Organizational Assessment: Checklist and Grade Sheet

**Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name of Organization:** \_\_\_\_\_

**Name of Student:** \_\_\_\_\_

Structure	Student Checklist	Faculty Rating
<b>Part I: Introduction &amp; Sources of Information</b>		
Describes organization, social problem, and target population		
Includes multiple sources of information (interviews, agency documents, etc.)		
<b>Possible loss of points (-2)</b>		
<b>Part II, Focus A: Identifying the Agency's Task Environment and Assessing Relationships</b>		
Task 1: Identifies cash and non-cash revenues + readings		
Task 2: Assesses relationships with revenue sources		
Task 3: Identifies client population and referral sources + readings		
Task 4: Assesses agency relationship to clients and referrals		
Task 5: Identifies other organizations in task environment		
Task 6: Assesses relationship to other organizations + readings		
<b>Possible loss of points (-6)</b>		
<b>Part II, Focus B: Analyzing the Organization</b>		
Task 7: Identifies mission + readings		
Task 8: Understands administration, & leadership style + readings		
Task 9: Understands organizational & program structure + readings		
Task 10: Assesses organization's programs & services + readings		
Task 11: Assesses personnel policies, procedures, & practice + readings		
Task 12: Assesses adequacy of technical resources & systems		
<b>Possible loss of points (-9)</b>		
<b>Part III: Focused Analysis of Organizational Issue</b>		
Identifies important organizational issue or problem		
Uses theoretical approaches to understand 2-3 aspects of the organization		
Discusses how organizational characteristics relate to the issue		
<b>Possible loss of points (-6)</b>		
<b>Overall Quality</b>		
Writing (headings, table of contents, appendices, spelling, grammar, etc.)		
Analysis (critical thinking rather than simple description)		
Application of course concepts and readings		
<b>Possible loss of points (- 7)</b>		
<b>Total Points (30 points possible)</b>		

## Appendix B A Guide to Community Assessment <sup>2</sup>

### Part #1: Observation of the Community

Part 1 of the Community Assessment is an observation of the community. Make sure that your group covers the entire geographic area of community that you have selected. Please remember to take precautions to ensure your and your group's safety. You are encouraged to conduct observations and interviews in pairs. This works well because one student can be taking notes while the other carries out the interview and/or observes. Do not conduct fieldwork in the evening or after dark. When you set up interviews, make sure that others know where you are and, if possible, set them up in public spaces. If you have any questions, please see the instructor.

- 1) Walk, sit or stand on a corner, and also drive slowly or ride the bus through the community. Put on your "observation lenses." You are a social work detective. Try to gather as much information about the community as you can by simply looking.
- 2) Note the conditions of your observation, including day, hours observed, weather conditions, and other information that may have affected your observations. Attaching a map of the community may be helpful. Although you may be observing only a part of the community, get your bearings about the surrounding neighborhood. How does your section compare to the community at large or to the areas that lie adjacent?
- 3) It is important to keep notes of your observations, thoughts, revelations, and so forth. These are *essential* to writing the essay. Organize the essay beginning with your general impressions of the community. Substantiate these impressions with details of your observations. Draw conclusions about the issues facing this community and the community's resources, but remember to base your conclusions on your observations. Do not write about what you already know about the community. You may comment that your observations seem to substantiate your prior impressions (or do not!), but be sure to base your comments on what you see. Remember: Detail, detail, and detail!

#### Geographic characteristics:

What is the geography of the community?

What are the main geographical boundaries and natural barriers?

Is the community geographically isolated or cut off from surrounding neighborhoods?

#### Economic characteristics:

Is there any evidence of what do people do for a living?

What kind of commercial enterprises do you see?

Are there garage sales? What's for sale? Are these garage sales permanent?

Do you see evidence of unemployment?

Are there grocery stores? What types of grocery store?

What type of transportation (public, private) is available? How accessible is transportation?

What kinds of automobiles are prominent? Are people working on them?

What kinds of billboards are evident?

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<sup>2</sup> This assignment was originally developed by Margaret Sherrard-Sherraden at the University of Missouri—St. Louis <sherraden@umsl.edu> [Sherraden, M. (1993). Community studies in the baccalaureate social work curriculum. *Journal of Teaching in Social Work*, 7(1), 75-88.] Minor modifications to the assignment were made by Alice K. Johnson <akj@uic.edu> [Johnson, A. K. (2000). The Community Practice Pilot Project: Integrating methods, field, community assessment, and experiential learning. *Journal of Community Practice*, 8(4), 5-25.]

Social characteristics:

What kinds of people (social class, race, ethnicity, and age) are observed?  
 How do people react (hostile, friendly, indifferent, curious) to you?  
 Are there many churches? What denominations are present? What condition are the buildings?  
 Are there formal or informal meeting places (coffee shops, meeting halls, clubs, associations, etc)?  
 How many bars or taverns are located in the community? What types of bars and taverns are they?  
 What types of parks or recreational areas are present? What is their condition?  
 What are housing conditions like? (upkeep, quality, rental, family owned, special features)  
 Is housing for sale? (dispersed, clustered) Is there evidence of construction and home repair?  
 Are there distinct sub-communities within the larger community? What do people do who live here?

Political characteristics:

What is the condition of roads, sidewalks, garbage collection, other services?  
 Are there any signs of political activity (bumper stickers, political offices)?  
 What kinds of schools are located in the community? What is their condition?  
 Is there a local library? Are there local newspapers?  
 What kinds of voluntary agencies are located in the community? How available are services?

**Part #2: Demographic and Housing Profile of the Community**

Part 2 of the Community Assessment requires you to find and analyze data about your community. These online resources provide information about Chicago, and some surrounding areas of Cook County.

Neighborhood Early Warning System--NEWS. <http://www.newschicago.org/> NEWS is a Chicago-based information system accessible through World Wide Web Site developed by a non-profit organization, the Center for neighborhood Technology (CNT). NEWS enables community organizations, city and county agencies to monitor real estate trends and to more effectively counteract housing abandonment, commercial decline and financial disinvestment in Chicago's inner city communities. And now some data are available for anywhere in Cook County.

Citizen ICAM: The Chicago Police Department developed Citizen ICAM to provide residents of the City of Chicago with a tool to assist them in problem-solving and combating crime and disorder in their neighborhoods. It is based upon the ICAM (Information Collection for Automated Mapping) system developed by the Department for use by its police officers. Now, Citizen ICAM enables you to search the Chicago Police Department's database of reported crime. You will be able to see maps, graphs, and tables of reported crime. The database contains 90 days of information, which you can access in blocks of up to 14 days. Data is refreshed daily. However, the most recent information is backdated 7 days from today's date.  
<http://12.17.79.6/ctznicam/ctznicam.asp>

Chicago Area Geographic Information Study (CAGIS) laboratory is a unit within the Geography Program and Anthropology Department at the University of Illinois at Chicago. 2000 Census data for the Chicago area is available: <http://www.cagis.uic.edu/>

Metro Chicago Information Center (MCIC) is developing a Chicago Community Facts On-Line. Community Facts On-Line provides on-line access to census data for an organization or community as defined by an on-line map. The website offers the opportunity to set a unique set of boundaries on an on-line map, returning an immediate map, and supporting Census data in printable format. Subsequent phases of the project will include the MCIC Metro Survey data, Community Asset Mapping, and vital statistics. <http://www.mcfol.org> [Click on Custom Maps/Reports and Data Reports]

You can find census materials on the US Census CDROM at the UIC library or a local public library. If

the boundaries of your community do not coincide with those of the census, do your best to approximate them and make a note that they do not coincide. For city neighborhoods this may mean that you have to add together several census tracts to get a statistical portrait of the community. The following information, and more, is available in the census.

*General Population Characteristics:*

Population by race, ethnic origin, age, gender, household relationship, household size, family type, marital status, disability status, work experience, occupation, labor force status, income by type, poverty status.

*General Housing Characteristics:*

Housing units, vacancies, persons in unit, value, plumbing and kitchen facilities, home-ownership.

### Community Profile based on Census Data

- 1) Review the census data for your community. Photocopy or print out some of the most important and interesting tables. Make sure you note the source (*include the library reference number, table number, page number, and any other identifying information*) so you can find it again if need be. You may attach and refer to these in your paper.
- 2) Write about what you learned. What major conclusions do you draw about this community, based on census data? For example, what is the population distribution, income and wealth distribution, racial/ethnic composition, family composition, marital status, occupational structure, family size, poverty level, unemployment level, and so forth.
- 3) What do you surmise or conclude based on this demographic profile? Are there data that stand out, such as a higher than average poverty level, a large proportion of elders, large average family size, large percentage of extended family households, unemployment rate, or higher than average home values? What might these patterns mean?
- 4) *Optional:* Compare the information to another jurisdiction. How does your community compare to another jurisdiction? A table that lists key variables and the two jurisdictions is an excellent way to present these data.
- 5) What tentative conclusions do you draw from the community data? What might be potential problems and strengths of this community based on what you learned from the census material? How does what you learn from the census compare to your observations of the community? For example, does this new information conflict or support your observations?

You are encouraged to *create your own tables* or attach a photocopy of the census information. Do not recite all of the census data. Refer to the tables in your paper. This is only an example of some variables you might want to include. Your choice will depend on what you think is key. You may also want to vary the style of the table or use a histogram to graph differences between the communities.

**Table XXX. Name of Community**

Population (#)  
 Women (%)  
 Single female-headed household (%)  
 Living below poverty (%)  
 Children under 18 (%)  
 Over 64 years of age (%)  
 Black (%)  
 Home ownership (%)

Sources:

Note: To calculate percentages, divide the total into the portion you are examining. For example, if there are 55 women out a total of 75 people, divide 55 by 75 to get 73 percent women.

### Part #3: Interviews with Key Informants

Part 3 of the Community Assessment is designed to give your group an understanding of community resources and history. It is also designed to give you experience doing a key informant interview. It

should help you assess a range of strengths and needs in the community, particularly as these relate to your target population.

The assignment is divided into four topics. Each group member should take one topic. Make copies of your completed essay to share with each member of your community study group. Use the questions outlined below *to stimulate* your research.

### **Steps in Research**

- 1) Begin your research into each topic by finding out facts about each topic. Contact organizations and people in the community or outside the community who know about your topic. For example, those who are studying the human services sector might obtain a list of human service organizations and churches. Those studying political system might find out about the formal political structure. Those studying the economic sector could obtain a list of businesses in the area (or a business plan). The human services, political, and economic resources sections requires the collection of materials from such places as libraries, City Hall, United Way, agencies, directories, etc. Those studying the history could read about the community's history in the newspaper archives or at the local historical society. The community history section will require some library research and an interview with a local history buff or at least someone who knows about recent history.
- 2) Next, conduct an informant interview with someone who is a good resource about your topic. Guidelines for each type of interview are attached. Read every section of the assignment because they are all interconnected, but concentrate on your chosen topic. Interview in pairs if possible.
- 3) The write up will emphasize the informant interview, but will include the facts and data you collect. Describe the setting, the person, how the interview went, what key issues the informant addressed, what issues the informant did not discuss, and finally, what you learned. The objective of the assignment is get a feel for how your community operates from the perspective of your informant. Your essay should reflect solid information. You may attach lists of agencies, businesses, etc., to your essay, but don't get bogged down with endless details and inventories.
- 4) Conclude your essay with an evaluation of the strengths and weaknesses of your community, and an analysis of issues raised by this assignment. What more did you learn about your target population and the ideas of your informant concerning this group?

### **How to Conduct an Informant Interview**

The point of this kind of interview is to have a few open-ended questions to help guide the conversation. It should be a pleasant, relaxed, kind of discussion, but to allow the interviewee to do most of the talking. During this interview you want to get a "feel" for the community from someone who has long experience in the community. You may interview in pairs, but you should take the lead in at least one interview and use that one for your essay. Interview length will depend on the situation. You may want to hold off on interviews with very busy people until later or perhaps talk to them on the phone, but focus on people who can spend 45-90 minutes with you.

#### Before the Interview

- 1) Identify some "key informants" who know something about your topic. These should be people who have long-standing familiarity with the community and have a sense of the community's development.
- 2) Develop no more than 10 open-ended questions that you want to cover in the interview. Put them in an order that approximates a conversation. In other words, the questions should follow one another logically and naturally. Don't spend time in the interview filling out a questionnaire or asking a lot of specific questions.

#### The Interview

- 1) Begin by chatting informally and getting to know each other.

- 2) Explain again (you have already explained the reason for the interview when you made the appointment) who you are and why you are doing this interview. It's fine to say that this is an exercise for class, but also consider telling them you have heard, or you believe that they can really help you understand the community.
- 3) Again, encourage the interviewee to do most of the talking. Guide the talk towards your questions.
- 4) It is acceptable to tell the respondent about yourself and your community if asked, but then move the focus back to the respondent. Answer questions about the project truthfully. You can use hypothetical situations ("what if?") to elicit information about how things are done in the community.
- 5) Take brief notes to be filled in after the interview. It helps to have two interviewers—one can focus on writing while the other is talking and listening. Do not tape record these interviews.
- 6) Be sure to ask the interviewee for referrals for additional interviews, ideas for where to locate materials, places to visit, and so forth. You should go prepared with a list of information that you will need.
- 7) Make sure you have the correct spelling, title (if relevant), phone number, and address of the interviewee. We will be sending out thank you letters at the end of the semester. In the final paper, interviews must be referenced. Therefore, keep track of names, dates, and places (optional) of interviews.
- 8) End the interview by asking the interviewee if there is anything else you should know. Be sure to thank the informant!

After the Interview:

- 1) Immediately after the interview, reread your notes and fill in the blanks. Try to remember direct quotes whenever possible. Record your impressions. (These thoughts will slip from your mind forever, if you don't get them down now.)

**INTERVIEW FORMAT A: THE HISTORY OF THE COMMUNITY  
(FOR THE HISTORY BUFF)**

- 1) What is the origin of the community? Where did the community get its name? Who settled there? Why did they go there? Did this group leave a legacy (e.g., traditions, skills, intergroup relations) that lives on today?
- 2) Have physical layout or transportation routes played a significant role in the community's development?
- 3) Over time, what has been the role of the community in the larger metropolitan area? Has this changed over the years?
- 4) Have there been significant changes or transitions in the inhabitants (size, ethnicity, race, wealth, and so forth)? How did these changes affect social, political, and economic life in the community?
- 5) Are there identifiable groups of "old-timers" and "newcomers?" What are their perspectives on community problems and goals and what implications does this have for your work in the community? Describe intergroup relations.
- 6) Are there aspects of this community's history that provide clues about its strengths and weaknesses, especially with respect to your target population? Were there important historical incidents that impact how people perceive and act on the issues of today, especially for your target group?
- 7) For additional ideas, read the other assignments and cover those areas from a historical point of view.

**INTERVIEW FORMAT B: COMMUNITY LEADERSHIP, POLITICS, AND GOVERNMENT  
("WHO MAKES THE DECISIONS AROUND HERE?")**

- 1) What kind of formal political system does the community have (e.g., municipal, county, unincorporated)? What kind of local government exists in the community and what other units of government carry out programs in the community?
- 2) What kind of informal political structure does the community have? Is this community active politically? Who are the "movers and shakers" in the community? Who do they represent and in whose interests do they act? Are there agencies and/or community organizations that are active in local decisions? How does the business community get their concerns aired?
- 3) Currently, are there important political issues in the community, especially concerning your target population? How do political, governmental, and informal leaders define the issues and goals concerning your target population? Have certain leaders or government agencies attempted to advocate for or against issues affecting the target population?
- 4) Are there political leaders or influential leaders outside the community that play a major role in your study community?
- 5) Are all segments of the community involved in the political life of the community? In what ways? If not, why?
- 6) Does the community engage in restrictive zoning and code enforcement processes? What are the advantages and disadvantages of the way the community enforces these?
- 7) Would you consider these community leaders to be a potential resource or obstacle in your work?

to improve the life chances of your target population? Why or why not?

**INTERVIEW FORMAT C:****COMMUNITY HUMAN SERVICES  
(IT'S WHAT WE DO!)**

- 1) Are there mutual support groups, self-help groups, and voluntary associations in the community (e.g., churches, tenants' groups, neighborhood watch)? What do they do, who do they serve, and do they interface with formal human service organizations?
- 2) What key human service organizations are in the community, especially targeting services to your study population? Are there sliding fee scales for services? What services are offered? What kind of reputation do the agencies have with various groups in the community, including the clients of the agency?
- 3) Are they public agencies? Non-profits/voluntary? Private-for-profit? What are their main sources of funding and does the community raise funds for them?
- 4) Are they community oriented (e.g., do they primarily serve the community)? Do they have community residents on their boards of directors? Do they have community volunteers?). Are the agencies sensitive and responsive to the local community? Or are they oriented to a larger target area?
- 5) Besides government agencies, be sure to cover organizations that offer important social support to the community (e.g., churches, schools, cultural associations, union locals, social clubs)? How do they interface with the residents?
- 6) What have you found out about the goals of the key social resources with respect to the local community?
- 7) How do social welfare services act in coalition in the community? Do they interact with and relate to the school system?
- 8) Which of these groups and organizations might offer resources for a community practitioner working in this community and with your target population? How?

**INTERVIEW FORMAT D:****COMMUNITY ECONOMICS  
(THE BUCK STOPS HERE)**

- 1) How do people in your study community make a living?
- 2) How are each of the major social groups/segments in the community linked to economic life of the community? For example, the elderly may be a group that is largely consumers of services or young families may have a high rate of employment and also be consumers of services or there may be a large young adult population that is unemployed and engage in the "underground economy."
- 3) Are there local lending institutions and what kind of relationship do they have to the community? Do the financial institutions lend in the community?
- 4) What is the economic base(s) of the community? This may include industry, large and small businesses, social welfare, professionals in private practice, home businesses, or the underground economy.
- 5) What relationship do these businesses have to your community, and your target population? Do they employ community people? Who is employed and in what kind of jobs? Are local people their consumers?
- 6) What have you found out about the goals of local economic institutions with respect to the local

community? Do large local and/or multinational corporations invest in the community? Why or why not?

- 7) Is the local economy growing or declining? How do developments in the surrounding areas affect the economic base of the community?
- 8) What is the economic development plan for this community? (You may need to contact a larger entity, for example, a community development agency (CDC) for information about this.)
- 9) What are the strengths and weaknesses of the local economy and economic institutions and how might they influence the work of a community practitioner attempting to improve life chances among your target population?

## Community Assessment: Checklist and Grade Sheet

**Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title of Community Assessment:** \_\_\_\_\_

**Group Members:** \_\_\_\_\_

Structure	Student Checklist	Faculty Rating
<b>Executive Summary</b>		
<b>Possible loss of points (-3)</b>		
<b>Background Information</b>		
History of the community		
Geography of the community (maps, etc.)		
Summary of socio-demographic information (census data, etc.)		
<b>Possible loss of points (-6)</b>		
<b>Description of the Assessment Process</b>		
Types of information gathered		
Statistical Profile (multiple data sources)		
Community Perspectives (selection and interview of key informants)		
Community Resources (anchor institutions, associations, initiatives, etc.)		
Methodologies/techniques used to collect the information		
<b>Possible loss of points (-8)</b>		
<b>Findings and Analysis</b>		
Statistical Profile (tables, charts, graphs, maps, comparison data, etc.)		
Community Perspectives (highlights common themes with key quotes)		
Community Resources (breadth of services and supports, gaps, duplication, list of community resources/assets by target group, function, etc.)		
Core Issues (synthesis of findings to develop coherent picture of the community)		
<b>Possible loss of points (-8)</b>		
<b>Community Priorities</b>		
Discuss the community's key priorities		
<b>Possible loss of points (-2)</b>		
<b>Overall Quality</b>		
Writing (headings, table of contents, appendices, spelling, grammar, etc.)		
Critical analysis and insights		
Originality and creativity		
Level of team involvement		
<b>Possible loss of points (-8)</b>		
<b>Total Points (30 points possible)</b>		

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Community Assessment: \_\_\_\_\_

Group Members: \_\_\_\_\_

<b>Presentation</b>				
<i>Presentation Skills</i>	Lousy	OK	WOW!	
1. Introduction	1	2	3	4 5
2. Organization of material	1	2	3	4 5
3. Level of detail employed	1	2	3	4 5
4. Quality of presentation	1	2	3	4 5
5. Interest the audience	1	2	3	4 5
6. Response to questions	1	2	3	4 5
7. Professionalism	1	2	3	4 5
<i>Use of PowerPoint</i>				
1. Focal Point (material on slide seen as one)	1	2	3	4 5
2. Eye Appeal: Use of Color/ Space	1	2	3	4 5
3. Clear/Accurate Message	1	2	3	4 5
4. Lettering Clear/Correct Spelling	1	2	3	4 5
5. Use of Layouts and Animation	1	2	3	4 5
6. Use of Clip Art/Figures/Illustrations/Graphics	1	2	3	4 5
7. Cultural Sensitivity/Nonsexist	1	2	3	4 5
8. Creativity/Originality	1	2	3	4 5
<b>Sub-Totals</b>				
<b>TOTAL SCORE</b>				
<b>TOTAL SCORE divided by 15 =</b>				

Other comments: