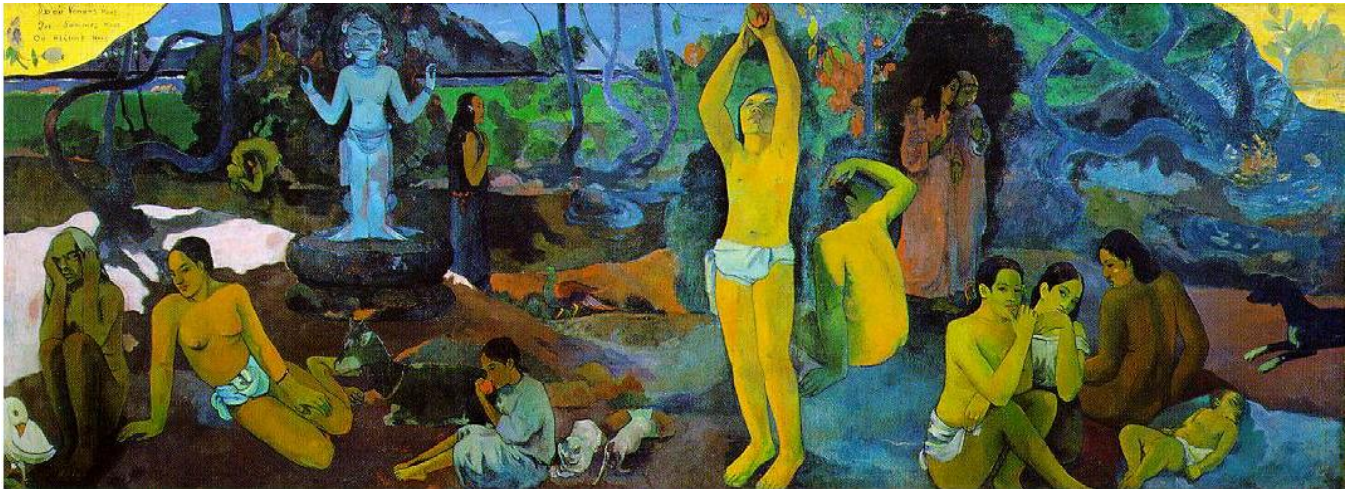


DRAFT – February 6, 2013



Paul Gauguin, 1897. *Where do we come from? What are we? Where are we going?*

Kathleen Colville, MSW, MSPH

Class Meetings: M/W 3:35 – 5:15

Office Hours: M/W 2 pm – 3 pm and by appt.

E-mail and text are my preferred methods of communication.

kcolville@armc.com cell: 336-516-1193

Best times to call: 4 pm - 9 pm. No calls after 9 pm, please.

Core principles of Human
Services Studies:

Evidence-Based Practice
Social Justice
Systems Theory
Self-Awareness

Client Self-Determination
Strengths-based practice
Human Difference

Students completing this course will be able to

- articulate the motivations that drive their interest in human services, and critically examine these values.
- describe the values and techniques in educational modes that view student and teacher as co-creators of knowledge.
- identify the historical roots of community and organizational practice.
- describe the ways that privilege and power affect their self-concepts and work with vulnerable communities.
- recognize diversity through multiple factors and how these differences can influence oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim in communities and organizations.
- use the ecological systems model to understand the interactions of personal agency and institutional power.
- recognize the central importance of human relationships and utilize the interconnection between people and place, between people and the micro and macro systems of which they are a part, and relationships of people with the social systems they have created to respond to human needs.
- explain the impact of the historical, political and cultural events of the recent past on individual lives, with respect to housing, health, race relations, education and the economy.
- utilize quantitative and qualitative research to understand the nature of communities and organizations and the best practices to improve wellbeing in these macro systems.
- approach new communities with skills and insight into building rapport, identifying existing leadership, and leveraging individual and group assets to affect change.
- engage in ethical decision-making in working with communities and organizations.
- utilize participatory methods that recognize the importance of the worth and dignity of persons in all engagement, assessment, intervention and evaluation efforts.

COURSE POLICIES

ATTENDANCE

You were granted admission to Elon because you have common sense and good judgment. Your job is to use these assets when deciding whether or not your illness, appointments, fatigue, emergencies, etc. conflict with your responsibility to yourself, your fellow students, your instructor, and your family to attend class faithfully. Content that takes place during class time cannot be made up later, and attendance is a crucial component of your class participation score.

There are also valid reasons for absences and it's helpful to share these with the instructor prior to the scheduled class meeting. If you are actively ill with contagious symptoms (vomiting, diarrhea, respiratory), please see the first sentence of this paragraph... and stay in bed. Just e-mail me a photo of you looking pitiful and do the reading!

Specific sanctions, such as what constitutes an excessive and unacceptable number of excused or unexcused absences and their consequences, will be determined in class discussion.

HONOR CODE

"The basis of all interaction at Elon University is the expectation that students, faculty, and staff will behave in accordance with the values of an academic community."

Elon's honor pledge calls for a commitment to Elon's shared values of Honesty, Integrity, Respect and Responsibility. To be clear about what constitutes violations of these values, students should be familiar with the Judicial Affairs policies in the student handbook, including violations outlined at <http://www.elon.edu/e-web/students/handbook/violations/default.xhtml>. Students with questions about the specific interpretation of these values and violations as they relate to this course should contact me immediately. Violations in academic-related areas will be documented in an incident report to be maintained in the Office of Student Conduct, and may result in a lowering of the course grade and/or failure of the course with an Honor Code F.

Violations specifically covered by academic honor code policies include: plagiarism, cheating, lying, stealing and the facilitation of another's dishonesty. Multiple violations will normally result in a student's temporary suspension from the University.

Instructor's role: Promote classroom conditions favorable to effective work. Report suspicions of cheating, plagiarism or academic dishonesty using appropriate evidence and careful, unbiased investigation. Clarify definition of plagiarism and discuss appropriate levels of consultation with other students on assignments. Student's role: Ask for clarification of expectations from instructor when they seem unclear. Follow these and other honor code guidelines, including a written and signed pledge on assignments.

The text of the written pledge on assignments will be determined in class discussion.

GRADING SCALE

There are 100 points that can be earned in a semester.

w to 100 = A A grade in the "A" range indicates distinguished performance.

x to (w-1) = B A grade in the "B" range indicates an above-average performance.

y to (x-1) = C A grade in the "C" range indicates an average performance in which a basic understanding of the subject has been demonstrated.

z to (y-1) = D A grade in the "D" range indicates a passing performance despite some deficiencies.

<z = F A grade of "F" indicates failure.

The values of w, x, y and z will be determined in class discussion.

LATE POLICY

On rare occasions, a student may have a compelling reason to complete a project after the published due date. You must contact the instructor at least 24 hours before the due date.

DISABILITY

If you are a student with a documented disability who will require accommodations in this course, please register with Disabilities Services in the Duke Building, Room 108 (278-6500) for assistance in developing a plan to address your academic needs. I am pleased to work within this plan to facilitate your learning.

LAPTOPS

What to do about these instruments of power, progress, beauty and evil?

Policy will be determined in class discussion.

SAFETY

For your safety and to ensure appropriate behavior and protections for the children you may work with in Burlington Housing Authority communities, all students who have not yet completed Title IX training must complete this by the first day they will work in the field, February 20.

Please send me an email with your information in this format: last name, first name, datatel number and Elon University e-mail address. You will be enrolled in the Moodle course and can complete the course at your leisure prior to February 20. Students must successfully complete the course before participating in any University sponsored or associated programs/activities with youth. If you completed the course last summer, fall, or winter term, you do NOT need to repeat it.

You will be working in communities that are not immune to violence and crime. You are expected to follow common-sense safety procedures:

- Visit BHA communities when accompanied by at least one other student.
- Tell someone when they should expect you back home and check in when you return.
- Bring a mobile phone.
- Use good judgment about entering private spaces and homes.
- Try to differentiate between “stereotype threat” and real threat.
- Trust your gut and get out if you need to.
- Keep your behavior free of suspicion of illegal acts (for example, don’t make jokes or references to drug use or underage drinking).
- Drive responsibly and safely (and look out for children playing in the street).

Hey – wouldn’t these be great guidelines to follow ALL THE TIME and EVERYWHERE?

COURSE PROJECTS

Each of the projects in the table below is subject to the honor code. Students will receive detailed descriptions of each written project. *Point values for each project will be determined in class discussion.*

Project	Due Date	Short Description	% of grade
<i>My Gift Is My Song</i>	Varied	Each student chooses a song to be played as students enter the classroom and shares a short description of the song's personal meaning to his/her life.	
<i>The Big Picture</i>	March 13	Each group will choose a broad topic (Housing, Race Relations, Economy and Employment, Education, or Health) and instruct the class on major historical developments in this topic that affect their BHA community. Components of the assignment include: <ul style="list-style-type: none"> • Timeline that includes legislative and policy history, and significant cultural events related to the topic • Description and analysis of federal and state programs and/or agencies that engage with the topic, and any pertinent pending legislation • Finding, analyzing and presenting pertinent data • Interviews with local experts on the topic • Analysis of a meeting of an appropriate local board or association 	
<i>Speaking in Code</i>	April 8 at noon	Each student will prepare an individualized moral and ethical code: values, beliefs, habits and resolutions that guide their work as helping professionals working with vulnerable communities. 3-4 page paper.	
<i>BHA</i>	Scavenger Hunt due Feb 25. Assessm't due Apr 12. Intervent Plan due Apr 19. Results and Analysis due May 13.	Group project based on work in one of five Burlington Housing Authority (BHA) neighborhoods. Components of the assignment include: <ul style="list-style-type: none"> • <i>Scavenger Hunt</i>: Completed worksheet from February 20 class session • <i>Engagement</i>: Developing working relationships with residents. • <i>Assessment</i>: Students will complete an assessment of their assigned neighborhood along the axes of geography, leadership, available resources and empowerment • <i>Intervention Plan and Implementation</i>: Students, ideally working with residents, will develop an overall goal for intervention and the strategies towards that goal, with the aim of acting together with BHA residents to affect meaningful change. • <i>Results and Analysis</i>: A summation of findings, intriguingly presented • Class Presentations on May 8. 	
<i>Letter to the Next</i>	Saturday, May 18 at 1 pm.	Each student will write a 2-3 page letter to the next class of "Working with Groups and Communities" students. The purpose of the letter is to encourage continuity and trusting relationships with Elon students, especially if future classes are invited to participate in BHA projects. Students will be asked to reflect on lessons learned over the entire semester and offer specific advice to future classes on working with vulnerable communities.	
<i>Class Participation</i>	Each class meeting	Short worksheet documenting your preparation, attendance, listening and contributing in each class meeting. Students are expected to print and bring readings and other documents to each class. Students who are absent may fill out the "preparation" and "listening" sections for partial participation credit.	

DATE	TOPIC	PREPARATION
W Feb 6	Introduction to Working with Groups and Communities: Why Are We Here?	
M Feb 11	Introduction to Working with Groups and Communities: How Do We Want to Learn Together?	<p>Horton, M. (1990). <i>The long haul: An autobiography</i>. New York: Doubleday.</p> <ul style="list-style-type: none"> • Introduction, pp. xix-xxi • Chapter 11: Islands of Decency, pp. 130 - 143 <p>Katz, V. (Ed.). (2002). <i>Black Mountain College: Experiment in art</i>. Cambridge, MA: The MIT Press.</p> <ul style="list-style-type: none"> • BMC Prospectus for Spring Semester, February 11 - June 7, 1952, p. 202 <p>Horton, M. and Freire, P. (1990). <i>We Make the Road by Walking</i>. B. Bell, J. Gaventa, and J. Peters (Eds.). Philadelphia: Temple University Press.</p> <ul style="list-style-type: none"> • Chapter 4: Education Practice, pp. 145-163 (partial chapter) <p>Wheatley, M. (2011) Leadership in an Age of Complexity: From Hero to Host. <i>Resurgence Magazine</i>. Winter 2011.</p> <p>Complete the "Group Preferences" form (located on moodle in the "Syllabus and other Administrative Documents" section) and bring to class.</p>
W Feb 13	Introduction to Working with Groups and Communities: How Do We Want to Learn with our Communities?	<p>Stoecker, R. and Tryon, E. (Eds.) (2009). <i>The unheard voices: Community organizations and service learning</i>. Philadelphia: Temple University Press.</p> <ul style="list-style-type: none"> • Chapter 1: Unheard Voices: Community Organizations and Service Learning, pp. 1-18 • Chapter 4: The Challenge of Short- Term Service Learning, pp.57-72 <p>DeRienzo, H. (2008). Community organizing for power and democracy: Lessons learned from a life in the trenches. In J. DeFilipis and S. Saegert, Eds. <i>The Community Development Reader</i> (pp. 181-185). New York, NY: Routledge.</p> <p>Creech, A. (2012, November 19). Housing authority residents petition for park. <i>The Times-News</i>. Retrieved from http://www.thetimesnews.com/news/top-news/housing-authority-residents-petition-for-park-1.52198</p> <p><i>You will receive your group assignments and "Big Picture" project topic in class today.</i></p>

M Feb 18	Conceptual Frameworks for Community Practice	<p>US Department of Health and Human Services. (2011). <i>Principles of Community Engagement, Second Edition.</i></p> <ul style="list-style-type: none"> • Chapter 1: Community Engagement: Definitions and Organizing Concepts from the Literature, pp. 3- 29. • Chapter 2: Principles of Community Engagement, pp. 45-53. <p>Work Group for Community Health and Development at the University of Kansas (2012). <i>Community Toolbox.</i> Retrieved from http://ctb.ku.edu/en/tablecontents/index.aspx</p> <ul style="list-style-type: none"> • Chapter 18, Section 2: Participatory Approaches to Planning Community Interventions Read "Main Section" and "Examples" <p>Israel, B., Eng, E., Schulz, A., Parker, E. (Eds.) (2005). <i>Methods in Community-Based Participatory Research for Health.</i> San Francisco, CA: Jossey-Bass Publishers.</p> <p>Chapter 4: Insiders and outsiders assess who is “the community”: Participant observation, key informant interview, focus group interview, and community forum, pp. 77 – 100.</p> <p><i>Come to class with several options for “Big Picture” project board meetings.</i></p>
W Feb 20	<p>The Big Picture: Burlington, NC</p> <p>Meet at Moseley Biobus stop to board the 3:30 Downtown/East Burlington loop. Park your group’s car(s) at Moseley so that when we return at 4:30, you can begin your scavenger hunt in your BHA neighborhood.</p>	<p><i>Alamance County Community Assessment (2011).</i> Retrieved from: http://www.alamancecommunityassessment.com/2011CommunityAssessment.pdf</p> <ul style="list-style-type: none"> • Executive Summary, pp. 10-17 • Health and Social Assessment Process, pp. 18 – 20 <p>Choose one Burlington Housing Authority Newsletter to read from their website: http://www.burlingtonhousingauthority.org/bhanewsletter.html . You may want to assign each person in your group a different newsletter, as it will benefit you to be familiar with all of them.</p> <p>You must have completed Title IX training by the start of class today.</p> <p><i>Come to class with ideas for community leaders and key informants you can interview for your “Big Picture” project.</i></p>

M Feb 25	BHA and Elon, So Far	<ul style="list-style-type: none"> • Spring 2012 Burlington Housing Authority Community Survey • Spring 2012 Survey Results Document (Tabulations and Recommendations tabs) • Summer 2012 Powerpoint Presentation to BHA Commissioners • “Letters to the Next” from Fall 2012 students • Student Projects from previous classes on moodle <p>Bring your group's completed Scavenger Hunt to class today. <i>You should have scheduled or completed an interview with a key informant for your “Big Picture” project by today.</i></p>
W Feb 27	Fostering Community	<p>Block, P. <i>Community: The structure of belonging</i>. San Francisco: Berrett-Koehler.</p> <ul style="list-style-type: none"> • Part Two: The Alchemy of Belonging: pp. 83-162.
M Mar 4	Stereotypes R Us	<p>Steele, C. (2010). <i>Whistling Vivaldi: How stereotypes affect us and what we can do</i>. New York: W. W. Norton & Company.</p> <ul style="list-style-type: none"> • Chapter 1: An Introduction: At the Root of Identity, pp. 1-15 • Chapter 9: Reducing Identity and Stereotype Threat: A New Hope, pp. 152- 190 • Chapter 10: The Distance Between Us: The Role of Identity Threat, pp. 191 – 210.
W Mar 6	Power and Privilege	<p>Pittelman, K. (2006). <i>Classified: How to stop hiding your privilege and use it for social change</i>. Berkeley, CA: Soft Skull Press.</p> <ul style="list-style-type: none"> • Chapter 2: The Classified Files, pp. 15 - 34. • Chapter 4: Class Privilege --> Wealth, pp. 42 - 53. • Chapter 8: The Side Effects, pp. 80 - 89. <p>Free downloads of all chapters available at http://www.resourcegeneration.org/resources/94</p>
M Mar 11	Do-Gooders Unmasked	<p>Van Buren, P. (2011). <i>We meant well: How I helped lose the battle for the hearts and minds of the Iraqi people</i>. New York: Henry Holt and Company.</p> <ul style="list-style-type: none"> • Help Wanted, No Experience Necessary, pp. 3 - 14 • Everyone Was Looking the Other Way, pp. 204 - 215 • Promises to Keep, pp. 216 - 219 • Dairy Carey, pp. 220 - 225 • 4-H Club Comes to Iraq, pp. 225 - 228 <p>What Victory Looks Like, pp. 245 - 254</p>
W Mar 13		<i>The Big Picture</i> due. Class presentations today!

M Mar 18	Asset-Based Community Development (ABCD) Part 1	<p>Kretzmann, J. and McKnight, L. (1993) <i>Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets.</i></p> <ul style="list-style-type: none">• Introduction, pp. 1- 11 <p>Rans, S. and Green, M. (2005). Hidden treasures: Building community connections by engaging the gifts of people on welfare, people with disabilities, people with mental illness, older adults, young people.</p> <p>Available at: http://www.sesp.northwestern.edu/docs/abcd/hiddentreasures.pdf</p> <p>Read pp. 1-29, 44-56, 86-92.</p>
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W Mar 20	Asset-Based Community Development (ABCD) Part 2	<p>Streng, M., Rhodes, S., Ayala, G., Eng, E., Arceo, R., Phipps, S. (2004) Realidad Latina: Latino adolescents, their school, and a university use photovoice to examine and address the influence of immigration and acculturation. <i>Journal of Interprofessional Care</i>, 18 (4), pp. 403 - 415.</p> <p>Work Group for Community Health and Development at the University of Kansas (2012). <i>Community Toolbox</i>. Retrieved from http://ctb.ku.edu/en/tablecontents/index.aspx.</p> <ul style="list-style-type: none"> • Chapter 7, Section 5: Making Personal Contact with Participants • Chapter 7, Section 7: Involving People Most Affected by the Problem <p>For each of these, read the "Main Section".</p>			
M Mar 25	Spring break				
W Mar 27					
M Apr 1	Easter Holiday				
W Apr 3	<i>Where are we going? Making Mistakes</i>	<p>Gawande, A. (2002). <i>Complications: A Surgeon's Notes on an Imperfect Science</i>. New York: Henry Holt and Company.</p> <ul style="list-style-type: none"> • Education of a Knife, pp. 11 - 34. 			
M Apr 8	Field Day #1	<i>Speaking in Code</i> due Monday, April 8 by noon. Submit by e-mail.			
W Apr 10	Field Day #2	<i>BHA Assessment</i> due Friday, April 12 at noon. Submit by e-mail.			
M Apr 15	Class Day	<p>Burghardt, S. (2011). <i>Macro practice in social work for the 21st century</i>. Washington, D.C.: Sage. Selections from multiple chapters available on moodle.</p>			
W Apr 17	Field Day #3	<i>BHA Intervention Plan</i> due Friday, April 19 at noon. Submit by e-mail.			
M Apr 22	Field Day #4				
W Apr 24	Class Day	<p>Work Group for Community Health and Development at the University of Kansas (2012). <i>Community Toolbox</i>. Retrieved from http://ctb.ku.edu/en/tablecontents/index.aspx.</p> <ul style="list-style-type: none"> • Chapter 3, Section 3: Conducting Public Forums and Listening Sessions • Chapter 3, Section 6: Conducting Focus Groups • Chapter 19, Section 5: Ethical Issues in Community Interventions <p>For each of these, read the "Main Section".</p> <p>Frieze, D. & Wheatley, M. (2011) <i>From Hero to Host: A Story of Citizenship in Columbus, Ohio</i>. The Berkana Institute.</p>			
M Apr 29	Field Day #5	W May 1	Field Day #6	M May 6	Field Day #7
W May 8	Presentations of Learning	BHA class presentations today!			
M May 13	Gratitude & Taking Leave	BHA Project due (written paper and presentation documentation).			