COURSE PREREQUISITES:
Prior to enrolling in this course, undergraduate students must have junior standing, be a social work major and have completed Social Work 310. Graduate students must have achieved graduate student standing.

COURSE DESCRIPTION:
This undergraduate/graduate foundation course is designed to help students understand and analyze the functioning of organizations and communities, as well as their impact on human behavior. The class will first focus on the structure and function of human service organizations, institutions, and social systems. You will learn how these complex organizations fit into the social work profession and how they impact the individuals, families, and communities they serve. Next, we will focus on another macro-level source of support and influence for individuals: communities. We will discuss various definitions of communities and how they interact with individuals and organizations. Third, you will learn how to identify analyze strengths, assets, and vulnerabilities of communities and organizations as structural forces in the lives of individuals. We will discuss how these structures can perpetuate disparity at the individual level. Finally, you will learn how to affect organizational and community change to promote and support system improvement.

COURSE LEARNING OUTCOMES:
This course serves as the “macro” human behavior course in the BSW and Foundation curriculum. Students will be able to:

1. Recognize prevailing theories of organizational structure and behavior
2. Provide a framework to assess organizational structures, roles, workplaces and their impacts on clients and professional practice
3. Understand various theories of the community as a social system and an ecological organism
4. Analyze the impact that race, ethnicity, culture, gender and age differences have on the development of priorities in both organizations and communities
5. Analyze the roles that communities and organizations play in the development and implementation of social welfare policies and social service delivery systems
6. Develop professional skills in organization and community data-gathering along with the application of theory in guiding assessment
LEARNING ENVIRONMENT

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Information regarding University policies related to: religious observances, academic conduct, complaint procedures, grade appeals procedures, sexual harassment policy, safety policies and other standing policies/procedures is available at the following website:
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Academic Misconduct: UWM has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Links to UWM academic misconduct policy may be found at:
http://www4.uwm.edu/dos/conduct

COURSE REQUIREMENTS & EXPECTATIONS

Attend. In-class activities and discussion are an essential part of this class. Tardiness and absences will reduce your participation grade.

- Absences: If you need to miss class, please inform me via email before the start of class—this does not guarantee it will be excused, but an absence with no prior notification will be considered unexcused (this includes illness etc.). You are responsible for obtaining information missed in class, such as notes and assignment updates.

- Late assignments: Complete assignments on time. Late work will result in a 5% reduction in grade for each day late. I will not accept assignments after 7 days unless accommodations or extenuating circumstances have been discussed prior to due date.

Think and Share. Thoughtful participation helps us refine critical thinking skills, connect to material, and learn how to disagree respectfully with one another. I encourage you to take risks in discussions and written assignments: critique the readings, question data sources, think about unintended consequences, and raise practical implications such as feasibility and costs. This classroom is a place to practice how to move from talking points to deeper waters.

Read. You will not learn unless you read. You will demonstrate that you read by your ability to integrate a variety of readings into discussions and written assignments.

Improve. I will provide detailed feedback on major assignments. In some—but not all—cases I will allow students to re-submit a major assignment. This may—but not always—result in an improved grade. This decision depends on factors such as the level of effort demonstrated in the original submission and timely communication. Note: this mechanism is for assignments needing

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major improvement. If you received a grade equivalent of a B or higher on the assignment, I would be happy to discuss my feedback, but resubmission for a higher grade is not an option.

**Work Together.** Groups will collaborate, self-organize, and self-manage. Still, I understand group work is tricky. Major issues within groups can be discussed with me.

### COURSE GRADES & ASSIGNMENTS

Major assignments are described in detail at the end of the syllabus. Grades will be given on the basis of points based the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>10 Reading reflections, 2 points each (dropbox, rolling due date, see assignment)</td>
<td>20</td>
</tr>
<tr>
<td>Wk 7 Exam (in class)</td>
<td>20</td>
</tr>
<tr>
<td>Wk 8 Organizational Assessment (dropbox)</td>
<td>22</td>
</tr>
<tr>
<td>Wk 8 America Divided/reading reflection (in class)</td>
<td>2</td>
</tr>
<tr>
<td>Wk 13-15 Community Assessment: Presentation (Team grade, dropbox)</td>
<td>18</td>
</tr>
<tr>
<td>Wk 15 Community Assessment: Individual reflection (Individual grade, dropbox)</td>
<td>4</td>
</tr>
<tr>
<td>Wk 15 Community Assessment: Peer assessment (Individual grade, qualtrics surveys)</td>
<td>4</td>
</tr>
</tbody>
</table>

The following letter grade equivalent scale will be used for this class:

<table>
<thead>
<tr>
<th>Assessment Classification</th>
<th>Range</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Work</td>
<td>94-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>(above course expectations)</td>
<td>90-93.9</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Proficient Work</td>
<td>87-89.9</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>(meets course expectations)</td>
<td>83-86.9</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>80-82.9</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Marginal Work</td>
<td>77-79.9</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>(meets minimal course expectations)</td>
<td>73-76.9</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>70-72.9</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Unsatisfactory Work</td>
<td>63-69.9</td>
<td>D</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>00-62.9</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**Incomplete (I) – Issued as per policy in student manual.**

**Note to graduate students:**
As a master's level student, you will have a few more expectations placed on you, namely:

1. Higher expectations around class participation and quality of writing assignments, and a
2. Willingness to be peer mentors to undergraduate students.

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# SCHEDULE OF TOPICS AND REQUIRED READINGS

All material should be read before the day assigned. All Readings/Assignment materials and dropboxes can be accessed in the folder associated with Week number.

<table>
<thead>
<tr>
<th>Week/CLO</th>
<th>Topics</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; overview</td>
<td>None</td>
</tr>
<tr>
<td>Jan 24</td>
<td>• Personal introductions</td>
<td></td>
</tr>
<tr>
<td>CLO 5</td>
<td>• Overview of course expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Macro vs. micro social work: Myths and misperceptions</td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 2 CANCELLED SNOW**

| Week 3   | Social Institutions                                                    | • Hasenfeld (2010) Ch. 2 p. 9-29                              |
|          | • The Functions of Social Institutions                                | • Kivel (2000) p. 1-18                                       |
|          | • Morality, social justice, and service                               | • Schmid “Generation to Generation”                          |
| Feb 7    | • Macro level applications in Milwaukee                               |                                                               |
| CLO 4,5  | • Organizational design and structure                                  |                                                               |
|          | Walk through theory readings/lectures                                  |                                                               |
|          | *Assignment Overview: We will go over the Organizational Assessment assignment* |                                                               |

| Week 4   | Org Theories part I: Foundational approaches                          | • Johnson & Rhodes, Ch. 1 GREEN ONLY (p. 4-11; 14-17)         |
|          | • The role of theories                                                | • Hasenfeld (2010) Ch. 3 GREEN ONLY (p. 44-46)                |
|          | • Systems theory                                                      | • Netting et al., (Organizational Culture p. 217-222)         |
|          | • Functionalist perspective                                           |                                                               |
|          | • Ecosystem/ Population Ecology                                       | DUE: Identify an organization for organizational assessment. |
|          | • Diversity perspective                                               |                                                               |
|          | • Strengths perspective                                               |                                                               |

| Week 5   | Organizational Theories part II                                       | • Johnson & Rhodes, Ch. 1 YELLOW ONLY (p. 13)                 |
|          | • Rational/social exchange                                            | • Hasenfeld (2010) Ch. 3 YELLOW ONLY (p. 33-44)              |
|          | • Human relations theory                                              |                                                               |
|          | • Contingency                                                          |                                                               |
|          | • Negotiated Order                                                    |                                                               |
|          | • Political Economy                                                   |                                                               |
|          | • Institutional Theory                                                |                                                               |
|          | • Culture and Climate                                                 |                                                               |

1 CLO = Course Learning Outcome

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<table>
<thead>
<tr>
<th>Week 6</th>
<th>Feb 28</th>
<th>Organizational Theory part III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Conflict Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social Constructionism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Critical Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Post-modernism</td>
</tr>
</tbody>
</table>

Assessing Communities

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Mar 7</th>
<th>Organizational Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Decision making &amp; errors</td>
</tr>
</tbody>
</table>

Constituency Engagement

|        |         | • Power and voice for clients at the macro-level |

Assignment overview: We will go over the exam

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Mar 14</th>
<th>Constituency Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Implementation Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fixsen et al., 2005</td>
</tr>
</tbody>
</table>

Panning Out: Organizations, systems, and society.

• Video: America Divided [May change]
  https://uwm.kanopy.com/video/something-water

Assignment overview: In-class reflection handed out. Due at the end of next week.

In-class exam on organizations.

<table>
<thead>
<tr>
<th>SUN MAR 17</th>
<th></th>
<th>DUE: Organizational Assessment in dropbox before 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 21</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Mar 28</th>
<th>Video: America Divided, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Institutional oppression</td>
</tr>
</tbody>
</table>

Assignment Overview: We will go over the Community Assessment

DUE: In-class reflection due at end of class on America Divided; Schmid & Crowe; and Coates.
Community: Definitions & Theory

**Finalize community groups**

[Library group work]

---

**Week 10**
Apr 4
CLO 4, 5, 6

- Community: Definitions & Theory
  - Finalize community groups

- Library group work

- Think about community/groups for selection in class

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**Week 11**
Apr 11
CLO 4, 5

- Community: Assessing communities
  - The Power of Stories
  - Quantitative and qualitative work

- Center for Community Health and Development, Community Tool Box
  - Ch. 3 Sections 1-8, 12

- Drake and Rank (2009) p. 1264-1271

- Pate (2002) p. 41-49

---

**Week 12**
Apr 18
CLO 3, 4, 5

- Community: Community action
  - Challenge Based Learning

- Center for Community Health and Development, Community Tool Box
  - Ch. 3 Sections 1-8, 12

- Drake and Rank (2009) p. 1264-1271

- Pate (2002) p. 41-49

---

**Week 13**
Apr 25
CLO 3, 4, 5, 6

- Community: Community action
  - Finding your place as a social worker
  - Street level Bureaucrats
  - Secondary Trauma

- Center for Community Health and Development, Community Tool Box
  - Ch. 3 Sections 1-8, 12

- Drake and Rank (2009) p. 1264-1271

- Pate (2002) p. 41-49

- Lipsky, Ch 1. (2010)

- Bride (2007)

---

**Week 14**
May 2
CLO 3, 4, 5, 6

- Group Presentations

- Groups 1, 2, 3 upload presentation

---

**Week 15**
May 9
CLO 3, 4, 5, 6

- Group Presentations

- Group 4, 5 upload presentation

---

**May 13th**

- DUE: All feedback from peer assessments (qualtrics)

- DUE: Assignment Individual community reflections (dropbox)
ASSIGNMENT DETAILS

Participation

**Participation.** Participation grades include attendance, sharing in class, and completing small in-class and/or online assignments.

Reading Reflections

*Course learning outcomes: 1-6*

Assignment Objectives

- Actively engage with readings
- Use critical thinking to apply and question readings
- Use reflections as platform for deeper discussions in class

You must complete 10 reading reflections. You can also replace one reading reflection with a reflection about a class guest speaker or community event. Upload the reflection to D2L dropbox under the section that corresponds with the week due. The reflection must be submitted *before* class starts the day the reading is due, or one week after the speaker/community event. In other words—you cannot turn in an assignment a month after the reading was covered. You can turn in reading reflections early.

The document should include:

✓ Your name, date, title of the assigned reading

✓ 1 paragraph summary of the reading/speaker/event

✓ A thoughtful response to at least two of these prompts:
  - Did you learn anything new and significant?
  - Are there assumptions or conclusions the author made that you think may be weak, wrong, or incomplete?
  - Was there anything that you found confusing or that you would like more information about?
  - How does this connect to social work?
  - Do you have any other observations about this reading that you would like to share?

Your response should be about 1-1.5 pages double spaced, no matter how many prompts you choose to answer. Reflections points (0-2) are assigned as follows.

0 = Missed assignment/late assignment; did not adequately address any questions
1 = Minimally answered the questions
2 = Demonstrated thoughtfulness, critical thinking, creativity, and/or sincerity.

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Organizational Exam

Assignment Objectives

- Understand organizational structure and behavior
- Use a schema as a tool for synthesizing complex, abstract information
- Compare/contrast among theories
- Critically examine each theory’s application to human services.
- Understand organizational culture and related concepts
- Apply implementation science to organizational improvement in human services

The exam will be closed-book, in-class. It will contain a mixture of multiple choice and short answer questions. Students will have an opportunity to ask questions about the exam the week before. You must inform me if you miss this class before the class starts in order to make accommodations.
Organization Assessment
Course learning outcomes: 1, 2, 5, 6

Assignment Objectives

- Understand the constraints on social service agencies
- Synthesize data from multiple data sources into a cohesive analysis
- Interact with agency staff and leadership in a professional capacity
- Critically apply theory to real world organizational settings

Assignment Steps

1. Select a social service or health agency. It can be public, private, or not-profit. It can be large or small. The agency does not have to be local, but you need to visit the agency in-person.
   - Select the agency based on your professional areas of interest and your level of access (e.g., field placements!).
   - Find out who else may be doing a similar assignment in this agency. To respect the time of agency staff, please schedule the interview(s) together whenever possible.
   - Not sure what agency to select? Ask fellow students about their field placements. If you are really stuck, talk to me. Do this soon!

2. Select your potential interview candidates. You need to interview (1) a leader and (2) another staff person. The agency leader can be a CEO, executive director etc. If it’s an extremely large and/or complex agency, the “leader” can be a mid-to-top manager or administrator. Questions? Ask me.

3. Make an appointment. Be courteous and professional when reaching out to agencies.
   - Have a brief introduction prepared explaining the purpose of the visit and how long the interview will last (20-30 minutes is probably a good estimate).
   - Don’t hear back? Be politely persistent and creative (e.g., don’t stop with a single email). Still stuck? Let me know.

NOTE: Please connect with your interviewees ASAP. This takes time.

✓ Review the paper outline on the next page and gather written data. Before conducting interviews, locate as many relevant documents (brochures, annual reports, evaluation materials, and other online or hard copy materials). This prepares you for the interviews in two ways: (1) You can ask more informed questions because you are more familiar with the agency; (2) You will not ask them to provide information you can easily get yourself.

1. Conduct the interviews. Suggested process:
   1. Create a (general) script for the interviews—at least write down the questions you need to ask to complete the assignment.
   2. Send a reminder email saying you are looking forward to the interview (a day before). At this point, if there are materials like budget information, turnover rates, organizational charts that you could not find, you may want to let them know in this email so they can bring the materials to your meeting.
   3. Conduct your interview
   4. Send a thank you email.

2. Analyze data. Write up notes as soon as you can after your visit. Make sure you have all the

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information necessary to finish the assignment. Note your impressions/feelings after your visit.

**Paper: Organizational Assessment Outline**

The assessment should follow the structure outlined below. Do your best to respond to each item. There may be some details you cannot obtain or that aren’t relevant to your agency. Note why something is missing in the report. Be sure to cite your data source along the way. This is a helpful reference for APA style: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) Direct quotes from agency materials and staff must use quotations (see “Integrating information from your interviews” below for more detail about quotes).

### Integrating information from your interviews into other sections

If it’s basic descriptive stuff, you don’t need a citation (e.g., Ms. Smith told you that the agency employs 12 direct line staff and 3 supervisors, you just write “The agency employs 12 direct…”). If the information is her opinion, cite her as a source. Here are three ways to cite:

- **As a direct quote:** According to Ms. Smith “We just can’t seem to get good supervisors to stay. They always leave for higher paying jobs.”
- **Not as a quote:** Ms. Smith explained that supervisor turnover is a challenge because…
- **Not as a quote:** The agency is having a hard time retaining supervisors because they would leave for higher paying jobs (Ms. Smith, personal communication, date).

***only use direct quotes if you are confident that what you are stating is, in fact, a direct quote. Whether it’s a quote or not, you can ask the respondent to repeat something or email them later to make sure you understood what they meant.***

### Description (1.5-2 pages)

*Agency overview and purpose.* Provide the mission, programs, objectives (be specific), the population it aims to serve. The agency may operate multiple programs—do your best to briefly summarize each, and then describe how each connects with each other.

*Interviewee information.* For each interviewee, provide a brief summary including date of interview, interviewees name, role in agency, how long they have been in their job and how long they have worked for the agency.

*Size and impact.* How many staff in total work at the agency, how many programs operate? Find out how many clients are served per year and the agency’s annual operating budget. Divide the number of clients by the operating budget and you will find roughly how much it costs to serve each client.

*Funding.* How does the agency fund its work? (e.g., state or federal funding, fee for service, donations and endowments, competitive grants and contracts from other entities, or a mix of funding streams). Ask the leader to describe how the agency or program secures funding, and what is involved in procuring funding.

### Analysis (3-5 pages)

*Theoretical Framework:* Choose one theory that you like and apply it to your organization. Give a brief summary of why you chose the theory, and then integrate elements of that theory into the sections below (some theories will be a better fit for some sections—do your best.)

*Structure/hierarchy.* In the text, describe the organizational structure. Is it a traditional

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bureaucratic structure or does it use an alternative structure. Attach an organizational chart at the end of your paper. If the agency does not have one, ask the agency staff to help you sketch out a basic idea of the organizational levels and departments.

**Staffing.** How many positions turnover each year? Does your interviewee seem to think that is high? Are there social workers employed at the agency? If so, what type of job(s) do they fill? Are there professionals from other fields (e.g., health, education, criminal justice)? Does your theory say anything about staff morale, job satisfaction, or turnover that may offer a possible explanation for your agency’s experience with turnover (good or bad)?

**Leadership, power, decision-making, and constituency engagement.** How are major decisions made in the agency? How are levels, forms, and spaces of power illustrated in your organization? If applicable, how do you feel about power as an intern of the organization? Do clients, their families, and community members have a voice at the macro-level in your agency? If so, how? Does the agency partner with other organizations? If so in what way?

**Improvement and evaluation.** Does your agency monitor program performance? If so, how? Have they been part of a large study or evaluation? What was their experience? How do they use data to inform decision-making?

**Organizational Culture and Climate.** What elements of organizational culture and climate were visible to you during your visit? How would you characterize this agency’s culture and climate? Draw from your observations/document review/interviews to explain your conclusion. Strive to be objective in your assessment (neither overly critical, nor unduly praiseworthy).

---

**In-class Reflection on America Divided**

*Course learning outcomes: 3, 4, 5*

You will have several reflection questions to answer based on the film and readings assigned for Week 8. The writing will not be intensive, but I do expect detail and thought. You will need to be able to integrate specific details from the 2 readings and the film.
Community Assessment Group Presentation

Course learning outcomes 3-6

You will receive 3 grades for this assignment:
1. Presentation
2. Self reflection
3. Peer assessment

Assignment objectives

- Explore community life in a Milwaukee neighborhood
- Apply the theories of community discussed in class and in the readings.
- Gain technical skills needed to access, analyze, and synthesize population data from secondary sources
- Collect field data in real world settings
- Apply challenge-based learning processes to community work
- Plan, create, and deliver a professional-level presentation about a community
- Engage in complex group work that requires delegation and self-management
- Contribute and serve communities with humility

✔ Check out the D2L folder for resources needed to complete this assignment

✔ Check out the custom library website for our class:
https://guides.library.uwm.edu/SW604

Assignment steps

1. **Select a team and select a community.** Identify a community and carefully specify its parameters. I prefer groups to select a MKE neighborhood. Do some initial research about which communities would be most fitting for the assignment.

2. **Make a group plan.** Look over the outline of the presentation (below). Figure out who is going to do what and when. Figure out your service activity (see “get involved”).

3. **Get your facts.** Use web resources to get demographic information about your community. We will do some of this in class.

4. **Gather field data.**
   - Bring a camera, pencil, notebook
   - Take a walking/windshield tour of your community. (tool on D2L)
   - Speak to at least one person that lives in your community. Ask what they think are the biggest strengths and challenges in their neighborhood. Chat about how long they lived there, whether neighbors talk to one another, where they go to buy groceries, do they feel safe, etc. If someone is unwilling to speak, leave them alone and find someone else. This should be pretty casual and comfortable – for instance, speaking to people public spaces like coffee shops can be more effective than knocking on doors. You can also chat with staff from local non-profits—just know that if they are not a resident, their perspective is not the same.
Your Safety
Never compromise your safety for this assignment. Through this experience, I hope you will see vibrant communities where others might see “bad neighborhoods.” But, be smart: Don’t go alone to the neighborhood. Carry your phone. Never go into someone’s house or car. Follow your gut and always err on the side of caution.

5. **Get involved.** Find a service activity to give back to your community. All group members must participate in a service activity, although you can select different activities. Be creative, have fun, but be humble. This is about really helping, not observing. You can reach out to local non-profits, churches or other community service providers. Or think of something on your own. It can be as simple as picking up trash for an hour at a local playground, or asking an elderly resident if she’d like help in her garden, etc.

6. **Find a problem and tackle it.** We will use challenge-based learning to help groups identify a meaningful problem and a realistic approach to addressing that problem. The planning for this will be done in class. This will be a major section of the presentation.

7. **Present.** Your group will present a dynamic and engaging PowerPoint! (see next page for suggested outline)

8. **Reflect.** Ultimately, this is a learning experience that is more about process than outcomes. You will write a short assessment and reflection about your experience during this assignment as part of your individual grade (see separate assignment for more details).

9. **Assess.** Complete an online assessment of everyone else’s assignment. Peer assessments will guide the grades and feedback to groups: your participation in these peer assessments is required and part of your grade.

### Ratings for Assessment

**Scale**

1 = Significantly below expectations in this area (did not address this area at all)
2 = Somewhat below expectations (missing something major or significant quality concerns)
3 = Met most expectations (maybe not the most creative, but good)
4 = Exceeded expectations (you were impressed)—I don’t expect everyone to have straight 4s

**Performance Areas**

A. The presentation displayed data and information in a creative and informative way.
B. The data from the walking tour and census analysis helped make the case for the challenge discussed later.
C. Information from residents was integrated into the presentation and helped make the case for challenged discussed later.
D. The discussion of the challenge was persuasive and the solution seemed thoughtful.
E. The group was well-prepared and worked well together.
Presentation: Community Assessment Outline

This is just a suggested outline. Practice and time it based on the time limits discussed in class. Please do not go over your time—this is a common criticism from peer reviewers.

• Intro/Community Description:
  o Map to help audience see general location within the city.
  o Basic narrative overview/history: “Riverwest became established when….. Today it is a vibrant community located…

• Population Description (census, other data sources a plus! Try graphs! But not too much detail—point out what’s interesting.)

• Observable Characteristics—mainly from walking survey/interviews. Perhaps briefly talk through as you show us pictures.

  Curate!
  You are experts on this neighborhood and will know much more about your community than you will be able to tell us in your time limit. Tell us the most important aspects. That is highlight the information that will help us understand the challenge/solution you discuss later.

• Tell us about your challenge—where did you start? How did you decide on your challenge? Make the case that this is a true community need. In other words, your problem is more salient if it comes from data and/or community voice rather than just your impressions of what might be needed.
  o What’s your plan to address the challenge? Use community assets as part of the solution! Talk about big goals and then a few immediate action steps. Tell us what agencies would help, how would it be sustained, how is success measured? Note: I strongly recommend you to steer away from “beautifying” campaigns that don’t have long term plans/firm commitment from residents (e.g., campaign against trash, community gardens, etc.)

• Tell us about your service project

• Leave 10 minutes for Q & A
Assignment Detail: Community Assessment Individual Reflection and Application

Course learning outcomes 3-6

Theory application (4 points)
- Review your notes on theoretical perspectives of communities (Johnson & Rhodes). Select the perspective that best fits your proposed challenge/solution. Explain your rationale in 1-2 paragraphs.

Reflection. (1 point)
As part of the group project, you were involved in the following activities:
- Secondary analysis of data
- Windshield/Walking tour
- Interviewing community members
- Service to the community
- Challenge-based learning process to identify a problem and a solution
- Planning, creating, and carrying out a professional presentation about the community

Reflect on all of these aspects of the project to answer the following questions. Two or three sentences per question will be fine unless you have something more you’d like to share with me. Please avoid discussing issues with group members in this reflection.

- What was the most surprising/interesting thing that you learned about your community as part of this project?
- What was the most difficult part of this project and why?
- What was the most rewarding part of this project and why?
References


Janczewski Revised January, 2019