

#### 4. SWRK 281 Community Mapping Assignment

1. Collect data for the community served by your field agency and obtain a community map. Social media and various websites are good sources of information. “American Fact-Finder” on the U.S. Census Bureau website provides good maps of local neighborhood – broken down into census tracts or individual blocks. These maps show physical boundaries of the communities and can be set up to indicate specific characteristics of community residents. You can just enter the address of your field agency to obtain a map. You can also ask your field supervisor, other agency representatives, or community residents for help in finding an appropriate map. Agencies such as the California Department of Health sometimes create and publish maps to indicate the location of people in need in communities. The census website is: <http://www.census.gov> and you may be able to search the web for additional maps. Do these maps indicate any physical barriers that might serve to keep people apart? Do the census maps indicate that specific population groups or people with certain problems are concentrated in certain areas of the community?

2. In addition to a map, use the U.S. Census website or other data sources to obtain the following information:

Percentage of Children Under 18

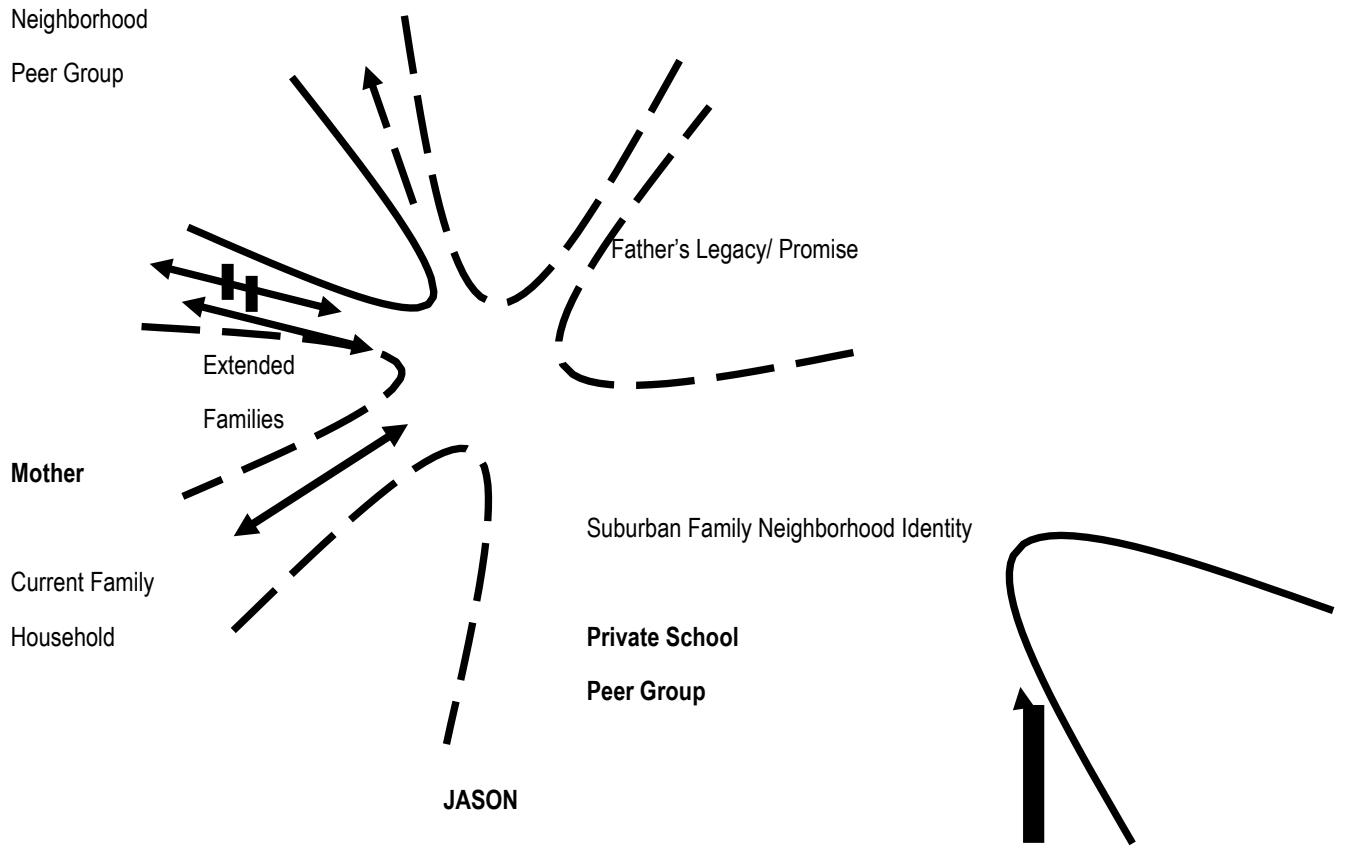
Median Family Income

Percentage of People with Incomes below the Poverty

Line Ethnic Composition of the Community

3. Getting to know the area and its residents: Drive around the area to get an impression of buildings, social interaction, businesses that characterize the neighborhood. Describe your observations. Does the community seem to be thriving or appear disorganized/unsafe? Describe your rationale for your response. What are your general impressions of the neighborhood?
4. Identify the community’s strengths and assets. Working by yourself or with a group of clients or community residents, create a map of community assets or resources that can be used to address these problems. You can use the format included here (beginning on the next page) or another community mapping tool such as the one found at : <https://www.communitycommons.org/maps-data/>. Assets could include: community agencies, churches, recreational facilities, businesses, block clubs, and community leaders. Identify healthy businesses, homes in good repair, social clubs, churches/synagogues/temples and other strengths observed. These assets could provide such things as food, shelter, or services for community residents, referrals for assistance, volunteers, political activists, skills, transportation, and meeting space.

5. Other. You may want to supplement your work with pictures of specific aspects of the community or a map that indicates the location of assets.



**Coach Team Members**

Current Inner-City Apartment Completed

Current Urban

Peer Group

**Multicultural Community Peer Group**

**Symbol Key**

	Rigid Boundary
	Open Boundary
	Diffuse Boundary
	Conflictual Relationship
	Affiliation
	Unidirectional Relationship

1. Place client/constituent in the circle; represent the self anyway that client/constituent chooses. Examples of different types of representation might be:

- [Name]
- Me
- I/We (sense of feeling connected v. isolated, e.g. in past, present, socially)
- Low self esteem
- Senior Adult
- Young Adult
- Adolescent
- Establishing New Identity
- Survivor
- Immigrant
- Determined, optimistic, hopeful

2. Write in facets of community such as family ties, add any other persons, groups, ideas, that are important or influential in his/her life (e.g., employment, neighbors, school, mentor). Examples include:

- Friends, Former friends
- Financial difficulties
- Children, e.g., youngest daughter
- Children, living at a distance
- Therapist (physical, mental, rehab), physician
- Family legacies and dynamics
- Religious affiliation
- Coach/Team members
- Classmates
- Father's legacy/Mother's legacy
- Childhood neighborhood
- Spouse
- Parents' divorce/separation
- Threats or history of violence and/or abuse
- Literature
- Music
- Art
- Exercise

3. Draw lines to connect those groups or individuals; choose different kinds of lines to demonstrate the unique kinds of relationships as depicted below:

- If your relationship is primarily unidirectional, insert arrows to indicate the

direction of influence

- Add significant events, influences, ideas in his/her life. For example, it could be a family member's illness, feeling different in the community (e.g., the only Latina, Asian, African American), significant ideas/experiences in childhood.

During or after the development of the community genogram, discuss what you found, what stands out for the client/constituent. Explore the following:

- Have you had the support that you needed in your past or present?
- Who/where was the support? What feelings did presence or lack of support create in you as you reflect on this?
- How has your support changed over time (e.g., sources, access)?
- What about places where you would have liked support and it wasn't there?
- What does this say about what you want or don't want in your life?
- How does the presence or lack of support, life events, influential ideas and their consequences in your life support you as well as challenge/motivate you?
- How did these challenges promote growth, initiative?

(Modified from Rigazio-DiGilio, Ivey, Kunkler-Peck & Grady, 2005)