COURSE/UNIQUE NUMBER: SW 334 (#64015)	INSTRUCTOR: JENIFER DEATLEY, LMSW
SEMESTER: SPRING 2014	OFFICE NUMBER: 3.104A
CLASS MEETING TIME: T, TH 12:30-2:00	OFFICE HOURS: TH 2:00-3:00 - OR BY APPOINTMENT
CLASSROOM: 2.116	EMAIL: JDEATLEY@UTEXAS.EDU

SOCIAL WORK PRACTICE IN ORGANIZATIONS & COMMUNITIES

I.   Course Description

This course examines the organizational context within which social services are delivered: how funding, mandate, and organizational arrangements influence service delivery, and factors to consider in efforts to modify existing organizational arrangements. The course emphasizes the interlocking and complex nature of culture and personal identity with content on populations-at-risk, examining the factors that contribute to and constitute being at risk. It introduces the student to the obligation that social services meet the needs of groups served and are culturally relevant. This includes equipping students with skills to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds. The course also includes an overview of the development of the community in America and the interaction between communities and service organizations. Attention is given to particular elements of organizational and community dynamics affecting diverse gender and ethnic groups.

II.   Course Objectives

Upon completion of this course the students should be:
1. Familiar with the major concepts and dynamics of formal organizations and their influence on social work practice;
2. Familiar with the impact of the organizational mandate, funding sources, and other constituencies on problem definitions and goal formulation;
3. Able to identify major concepts in organizational theories and to explain how such concepts relate to social work practiced at individual, family, organizational, and community levels, each as a focus of social work practice;
4. Familiar with the influence of community norms, priorities, and competitive community factions on the definition of problem/need and resource allocation for the delivery of social services;
5. Familiar with relevant cultures and how culture shapes individual lives and community processes;
6. Able to understanding mezzo and macro-economic events and how these events impact individual and community welfare;
7. Familiar with the involvement of lay citizen groups as staff supplement and as a potential strategy for change;
8. Familiar with information about special service populations and the participation of such populations in professional settings and community organizations;
9. Familiar with basic planning approaches, their advantages, and disadvantages and be able to utilize an empirical approach and associated tools to gather and analyze data to describe populations and communities and design service programs.

III.   Teaching Methods

This class is conducted using a variety of teaching methods including interactive lectures, experiential group activities, videos, guest speakers, cases studies, writing exercises, group discussions, and group assignments. Instruction is designed to encourage student participation and input. Students are expected to contribute to their own learning by completing assigned readings prior to each class, asking questions, sharing experiences, and actively participating in class discussions.

IV. Required Readings

a. Textbook

Kirst-Ashman, K. K. & Hull, G. H. Jr. (2012). Generalist Practice with Organizations and Communities. 5th Edition. Chicago: Brooks/Cole Publishers.

b. Additional readings

Additional readings will be assigned throughout the course, and are available online in the Files section of the class Canvas page.

V.   Course Requirements

Assignment	% of Grade		Due Date
Writing Assignments (3)	15%		
Memo		5%	
Letter		5%	
Press Release		5%	
Community Needs Assessment	60%		
Final Report		25%	
Project Documents		5%	
Interviews & Activities		10%	
Class Presentation		15%	
Evaluations		5%	
Final Paper	15%		
Class Participation	10%		
	100%		

GRADING SCALE

94. 0 and Above	A		74.0 to 76.999	C
90.0 to 93.999	A-		70.0 to 73.999	C-
87.0 to 89.999	B+		67.0 to 69.999	D+
84.0 to 86.999	B		64.0 to 66.999	D
80.0 to 83.999	B-		60.0 to 63.999	D-
77.0 to 79.999	C+		Below 60.0	F

Course requirements are described in detail below. Please ask for clarification at any time if you have any questions about the assignments. Assignments are also posted to the class Canvas page.

1. **Writing Assignments**
   There will be three writing assignments throughout the course, which will correspond to the assigned readings, guest speakers, and class activities and discussions. Each writing assignment is worth 5%, for a total of 15% of your final grade. Writing assignments are designed to enhance learning and to refine professional writing skills by tying readings to macro practice case studies. Writing assignments include a memo, letter, and press release. Writing assignments should be one page single-spaced, and include a reference page with citations in APA (6th edition).

2. **Community Needs Assessment**
   The objective of the Community Needs Assessment Project is to learn about the needs and resources of a specific population in Austin, to develop a change strategy that will benefit that target population, and to develop professional skills for working in groups. Students will work in small groups of 3 – 5 people, and will conduct interviews and attend community events related to their assigned target population in order to gather important data and information about their population. Project components are listed below. Further details regarding each component will be provided in class and available on the class Canvas page.

   Project Components:
   - ***Needs Assessment Final Report***: Each group will produce a final report detailing the target population, the needs that exist for that population, and at least one change strategy utilizing the information gathered through interviews, community activities, and professional research. Final reports must be approximately 16 pages (not including references), double-spaced, with a 12-point font and one inch margins.
   - ***Project Documents***: Each group is required to produce documents that support their work and represent a record of activities. These documents must include 1) a group contract, 2) a work plan, 3) meeting agendas and minutes, and 4) interview & activity log sheets. Groups may also include any additional supporting documentation.
   - ***Interviews & Activities:*** Each group in required to complete at least three quality interviews with community service providers or other key informants identified within the service community. Each group member is required to participate in three interviews, whether as a group or individually. It may be necessary to conduct more than three interviews in order to gather substantial, quality data. An interview/activity log sheet must be completed for each interview conducted. Each student is also required to attend a minimum of one community activity. A community activity may include community or agency meetings, relevant workshops or trainings, or other relevant community level events such as a march or hearing. Community activities may be interpreted broadly as the goal is to put students into contact with their target population on a macro level and develop a deeper understanding of the energy and efforts around the issues. Because this is a macro level assignment, simply volunteering to do direct service is not acceptable; however, volunteering to assist at a community level event is. Consult with the instructor if you have a question about a specific community activity. An interview & activity log sheet must be completed for each activity attended.
   - ***Class Presentation***: Groups are required to prepare and deliver a 30 minute class presentation, including time for questions, during the final week of class. The presentation should include a summary of their target population, the issues the population is facing, and the change strategy proposed.

- *Evaluation* **Forms***:* The ability to objectively evaluate yourself and your colleagues is an important professional skill. Each group member is required to complete an evaluation of themselves and every other member of the group. In addition to completing the evaluation form, each group member is also required to complete a brief written statement outlining their own contributions to the project and to the group overall.

3. <u>**Take Home Final Paper**</u>
Final Paper instructions will be distributed during the last week of classes, and will due to the instructor on or before **May 8th**. The paper will be three to four pages.

4. <u>**Class participation**</u>
Attendance and participation are important for effective learning; therefore, the class participation grade will be earned during each class. It is important to arrive on time, be prepared by having read the assigned material for the week, participate in class discussions, and be meaningfully and actively engaged.

VI. Class Policies

1. *Class attendance*. Class attendance is required <u>every class for the entire class</u>, and will be taken during each class. As in a professional work setting, if there is an unforeseen emergency, contact me **in advance** to let me know you will not be present in class. Any material missed due to an absence is the students' sole responsibility to make up. The professor reserves the right to deduct points from the student's final course grade due to absences.
2. *Class participation*. Students are expected to arrive on time, complete readings prior to class, and actively participate in class discussions, with guest speakers, and during experiential assignments.
3. *General assignment requirements.* <u>The Publication Manual of the American Psychological Association (6th Edition)</u> is the style manual adopted by the School of Social Work. All papers and writing assignments must conform to APA style, and must be typed, double spaced, and have one inch margins unless otherwise specified in the assignment description. References and sources must be academic/scholarly sources, and documented in APA format. A summary handout is provided in class, in the Learning Resource Center, and at APAStyle.org.
4. *Assignment due dates*. Students will be penalized 5 points for each calendar day that an assignment is late. UT does not allow Incompletes (grade of X) for additional time to complete assignments. Students will be informed of any changes in assignments and due dates in advance. If a student is absent on an assignment due date, that assignment may be emailed to the professor before the start of that day's class with a clear explanation.
5. *Professional conduct in class*. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.
6. *The University of Texas honor code*. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

7. *Policy on scholastic dishonesty.* Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/).

8. *Documented disability statement.* Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

9. *Religious holidays.* By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

10. *Behavior concerns advice line (BCAL).* If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

11. *Use of e-mail for official correspondence to students.* Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

12. *Safety.* As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

13. *Emergency evacuation policy.* Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
    a. Familiarize yourself with all exit doors of the classroom and the building.
    b. If you require assistance to evacuate, inform the professor in writing during the first week of class.
    c. In the event of an evacuation, follow the professor's instructions.
    d. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

14. *Policy on social media and professional communications*. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

VII. Course Schedule

Class	Date	Class Topic	Assignments Due
Week 1 Readings		Syllabus Kirst-Ashman and Hull (K-A & H): Ch. 1 pp. 35 - 40 *ch. summary*, and all *Highlights*	
1	Jan. 14th	▪ Introductions ▪ Introduction to Generalist Practice ▪ Video: On any given day: Social Workers help ▪ Review syllabus and assignments	
2	Jan. 16th	▪ Assign needs assessment groups ▪ Skills Inventory ▪ Professional Writing	
Week 2 Readings		K-A & H: Ch. 4 pp. 125 - 137, pp. 142 *The Nature of Organizations* - 157	

3	Jan. 21st	▪ Understanding Organizations
		   o Organizational theories
		   o How agencies function	

4	Jan. 23rd	▪ Understanding Organizations
		   o Austin organizations mapping
		   o Group Exercise: Create an agency	

Week 3 Readings			
5	Jan. 28th	▪ Needs Assessment ▪ Guest Speaker: Jeni Brazeal, EngenderHealth	
6	Jan. 30th	▪ **Group Work Day**	Writing assignment #1
Week 4 Readings		K-A & H: Ch. 5 **Assign Dimensions of Austin Community**	
7	Feb. 4th	▪ **Group Work Day**	
8	Feb. 6th	▪ Decision Making for Organizational Change: The PREPARE Model	Group Contract
Week 5 Readings		K-A & H: Ch. 7	
9	Feb. 11th	▪ Macro-level Interventions: The IMAGINE Model: Project Implementation & Program Development	
10	Feb. 13th	▪ Guest Speaker: Max Elliott, ED Urban Roots	Work Plan DRAFT
Week 6 Readings		K-A & H: Ch. 8	
11	Feb. 18th	▪ Understanding Communities ▪ Review Dimensions of Austin Community	Dimensions of Austin Community
12	Feb. 20th	▪ Understanding Neighborhoods ▪ Video: Rebuilding a neighborhood, Bill Strickland	

Week 7 Readings	None			
13	Feb. 25th	▪ Understanding Community Problems ▪ Problem Solving Process ▪ Video: Santa Ana's Health Crusade		
14	Feb. 27th	▪ Group Exercise: What's the Problem? ▪ Group Exercise: Framing the Problem	Writing Assignment #2	
Week 8 Readings	None			
15	Mar. 4th	• **Group Work Day** • **Social Work Student Day at the Legislature**		
16	Mar. 6th	▪ Video: Poor Kids		
Week 9 – SPRING BREAK				
Week 10 Readings	K-A & H: Ch. 11			
17	Mar. 18th	▪ Advocacy - With Communities at Risk		
18	Mar. 20th	▪ Legislative Advocacy ▪ Guest Speaker: TBD		
Week 11 Readings	None			
19	Mar. 25th	▪ Simulation Exercise: Fresh Foodies ▪ Guest: Monica Faulkner		
20	Mar. 27th	▪ Video: Me Facing Life: The Cyntoia Brown Story	Writing assignment #3	
Week 12 Readings	None			
21	Apr. 1st	▪ **Group Work Day**		
22	Apr. 3rd	▪ Community Intervention Models o Social Action o Community Capacity Development ▪ Community Change Exercise		
Week 13 Readings	K-A & H: Ch. 10 K-A & H: Ch. 14 pp. 521 *Fundraising* – 549 **Divide up Ch. 2 student teaching assignments**			
23	Apr. 8th	▪ Evaluating Macro Practice		
24	Apr. 10th	▪ Funding and Grants ▪ Video: Dan Pallotta: The way we think about charity is dead wrong		
Week 14 Readings	None			
25	Apr. 15th	▪ **Group Work Day**		

26	Apr. 17th	▪ Logic Models ▪ Guest Speaker: Karin Samii-Shore	
Week 15 Readings		K-A & H: Ch. 2 (Read your own teaching section) K-A & H: Ch. 3 pp. 102 – 106, HL 3.5 (meetings)	
27	Apr. 22nd	▪ Social Work Skills – Student taught o Using Micro Skills in the Macro Environment	

28	Apr. 24th	▪ Social Work Skills
		    o Improving Communication
		    o Planning & Conducting Meetings
		▪ Stress & Time Management	

Week 16 Readings		K-A & H: Ch. 15 **Distribute Final Exam Instructions**	
29	Apr. 29th	▪ Class Presentations	
30	May 1st	▪ Class Presentations ▪ Course Evaluations	Final Needs Assessment Package
Week 17			
	May 8th	**FINAL PAPER DUE**	