

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course/Unique Number: SW 334 / U# 64020

Office Number: SSW 3.130K

Semester: Spring 2014

Office Phone: 471-6266

Meeting Time/Place: M/W 4:00-5:30 / SSW 2.132

Office Hours: Friday 1-3 pm & by appt.
TA: See Canvas

Instructor: Professor Yolanda C. Padilla, PhD, LMSW-AP, ypadilla@austin.utexas.edu

SOCIAL WORK PRACTICE IN ORGANIZATIONS AND COMMUNITIES (BSW)

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 be 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 (Accreditation standards in parenthesis.)

By the end of the course the student should be:

1. Familiar with the major concepts and dynamics of formal organizations and their influence on social work practice; **(PB11, 27)**
2. Familiar with the impact of the organizational mandate, funding sources, and other constituencies on problem definitions and goal formulation; **(PB27)**
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; **(PB11, 27)**
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; **(PB12, 27)**

5. Familiar with relevant cultures and how culture shapes individual lives and community processes. **(PB 12, 27)**
6. Able to understanding mezzo and macroeconomic events and how these events impact individual and community welfare **(PB27, 28)**
7. Familiar with the involvement of lay citizen groups as staff supplement and as a potential strategy for change; **(PB11, 27, 28)**
8. Familiar with information about special service populations and the participation of such populations in professional settings and community organizations; **(PB12, 27)**
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 **(PB12, 28)**.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.3 Apply critical thinking to inform and communicate professional judgments.

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Objectives 1, 3, 7

Assignment: Readings reflections papers, Museum Assignment, class project

PB12 Analyze models of assessment, prevention, intervention, and evaluation

Objectives 4, 5, 8, 9

Assignment: Readings reflections papers, Museum Assignment, class project

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Objectives (not specified)

Assignment: Readings reflections papers, Museum Assignment, class project

EP2.1.9 Respond to contexts that shape practice.

PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

Objectives 1, 2, 3, 4, 5, 6, 7

Assignment: Class project

PB28 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Objectives 6, 7, 9

Assignment: Class project

III. Teaching Methods

This class is conducted using a seminar format. The primary teaching approach will be collaborative learning. Collaborative learning involves small group discussions, in which students have the opportunity to apply concepts from the readings. Students should come prepared to discuss the assigned readings. Class attendance and participation is required. Students will prepare a group project. Teaching may include films, guest speakers, and other enriching learning experiences.

IV. Required Readings

Community Practice: Theories and Skills for Social Workers (3rd Ed.) by David A. Hardcastle with Patricia R. Powers and Stanley Wenocur (New York: Oxford University Press, 2011).

* Other readings and class materials will be posted on Canvas.

V. Course Requirements

1. Readings Reflection Essays (Class Participation/Attendance/Worksheets)..... 45%
(9 essays, 5% each)

Reflection essays must be submitted in hard copy at the beginning of every Monday class session; no late papers accepted. To allow for emergencies you may submit 2 essays late (within 2 weeks of the due date). Attendance will be monitored and be part of the essay grade.

2. LBJ Presidential Museum Visit Essay 15%
3. Community Needs Assessment Group Project (Group grade) 40%
Detailed assignment description posted on Canvas.

*Grade takes into account timely submission of interim section reports.
Individual contribution: Individuals who do not make an adequate contribution to the group project, including those who are consistently absent for class work will receive a lower grade.*

100%

NOTE: Submit all assignments in hard copy (unless electronic copies are requested).

Readings Reflection Essays (due each Monday in class)

A reflection essay is required for each assigned chapter and is due on the Monday of the week when the chapter is assigned (some weeks do not have assigned chapters). The purpose of the essay is for you to immerse yourself in, and be fully prepared to discuss and apply, the material as we are learning it. Summarize the main points in the chapter and critically reflect on what the chapter teaches you about social work practice in organizations and communities. Use subheadings to organize the essay. Format: 2 pages long (longer if you need more space), single-spaced, 12 point font, 1-inch margins, chapter number and title in the heading, no title page.

VI. Course Schedule

Schedule of due dates for Needs Assessment Project provided separately. Detailed instructions available on Canvas. Part of the class will be dedicated to learning the process of conducting a community needs assessment, including doing some project work in groups. Therefore it is critical that all group members be present in class. Reflection essays due on Mondays.

Additional supplementary readings may be announced and will be posted on Canvas.

| Week | Theme, assigned readings, general outline of class work |
|--|---|
| Jan 13/15 | <p>Overview of the course <u>DUE</u>: List of 3 populations of interest for the Needs Assessment Project</p> <p><u>Film</u>: <i>Unnatural Causes: Is Inequality Making Us Sick?</i> **Take notes</p> |
| Jan 20 <u>No class</u> ----- Jan 22 | <p>Martin Luther King, Jr. Holiday</p> <p>-----</p> <p><i>What does a community practice approach to solving social problems look like?</i> Preface (p. v-viii) Chapter 1. Community Practice: An Introduction</p> |
| Jan 27/29 | <p><i>The Nature of Social and Community Problems</i> Chapter 3. The Nature of Social and Community Problems</p> <p><u>Workshop</u>: How to write critically and with clarity and grace</p> |
| Feb 3/5 | <p><i>Using Assessment in Community Practice</i> Chapter 6. Using Assessment in Community Practice</p> |
| Feb 10/12 | <p><i>Using The Advocacy Spectrum</i> Chapter 12. Using The Advocacy Spectrum</p> <p><u>Film</u>: <i>The Democratic Promise: Saul Alinsky and His Legacy</i> **Take notes</p> |
| Feb 17 ----- Feb 19 <u>No class</u> In lieu of museum visit | <p><i>Using Organizing: Acting in Concert</i> Chapter 13. Using Organizing: Acting in Concert</p> <p>-----</p> <p>LBJ Museum Visit (Schedule at your convenience) BEFORE VISITING MUSEUM: View President Johnson’s 1965 Voting Rights Speech Before Congress. See <i>Voting Rights</i> at http://www.lbjlibrary.org/lyndon-baines-johnson/speeches-films (video and transcript).</p> |

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|---------------------------------------|---|
| Feb 27/29 | <i>Using Marketing</i> Chapter 11. Using Marketing |
| Mar 4 | <i>OPTIONAL FOR EXTRA CREDIT: Student Day at the Legislature, Texas Capitol</i> |
| Mar 3 | <i>Using Marketing (continued)</i> Designing a marketing plan class activity |
| Mar 5 | DUE: LBJ Museum Essay |
| <i>Mar 10/12</i> <i>No classes</i> | <i>Spring Break</i> |
| Mar 17/19 | <i>Conducting Needs Assessments</i> Needs Assessment Project Work <u>Workshop</u> : How to prepare effective oral presentations |
| Mar 24/26 | <i>Using Work Groups: Committees, Teams, and Boards</i> Chapter 9. Using Work Groups: Committees, Teams, and Boards |
| Mar 31/ Apr 2 | <i>Using Your Agency</i> Chapter 8. Using Your Agency |
| Apr 7/9 | <i>Assertiveness: Using Self in Community Practice</i> Chapter 7. Assertiveness: Using Self in Community Practice |
| Apr 14/16 | <i>Social Work Practice at the Organizational and Community Level in Your Own Career</i> |
| Apr 21/23 | Student presentations on Needs Assessment Projects |
| April 28/30 | Student presentations on Needs Assessment Projects <i>Course wrap-up and evaluations</i> |

VII. Supplemental Resources

1. Career Exploration Series (Social workers in the community talk about their work in various fields of practice.). UT School of Social Work DiNitto Center for Career Services. For a listing of workshops, see: <http://www.utexas.edu/ssw/dccs/>
2. *The New Social Worker Online*, a free publication available at <http://www.allgo.org/allgo/w.socialworker.com>

VIII. Classroom and University Policies

Classroom Policies

GRADING POLICY

| | | | | | | | | | |
|----------------|----|----------------|----|----------------|----|----------------|----|------------|---|
| 94.0 & Above | A | 87.0 to 89.999 | B+ | 77.0 to 79.999 | C+ | 67.0 to 69.999 | D+ | Below 60.0 | F |
| 90.0 to 93.999 | A- | 84.0 to 86.999 | B | 74.0 to 76.999 | C | 64.0 to 66.999 | D | | |
| | | 80.0 to 83.999 | B- | 70.0 to 73.999 | C- | 60.0 to 63.999 | D- | | |

Criteria for grade ranges (A grade below C constitutes a failing grade.)

- A EXCELLENT:** Assignment exceeds expectations (more than is required) & demonstrates in-depth critical thinking/analysis (e.g., coherent integration of ideas).
- B GOOD:** Assignment meets all the requirements & demonstrates in-depth critical thinking/analysis.
- C AVERAGE:** Assignment meets the requirements or has minor gaps but fails to demonstrate in-depth critical thinking /analysis.
- C- BELOW AVERAGE:** Assignment has important gaps: does not meet the requirements or fails to demonstrate in-depth critical thinking/analysis. (Class failed/no credit if below C.)

USE OF CANVAS IN CLASS. This course uses Canvas, a Web-based course management system with password-protected access at canvas.utexas.edu. Canvas can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and other course-related work. You will be responsible for checking the Canvas course site regularly for class work and announcements. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400. Please check the Canvas website for hours of operation.

CLASSROOM ETIQUETTE ON ELECTRONIC GADGETS. Cell phones must be put away during class and computers turned off (except when used with professor authorization). Students who use gizmos for non-class related activities will be marked absent and asked to leave for the remainder of that class.

ASSIGNMENT SUBMISSION. All assignments must be submitted in hard copy in order to receive credit. No electronic submissions.

LATE WORK. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Assignments will be penalized 5 points for each calendar day late. Presentations cannot be re-scheduled. Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW Learning Resource Center).

STYLE MANUAL AND PROPER CREDIT. The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work. It provides guidelines for formatting papers and referencing sources. To avoid plagiarism, you must correctly cite your sources when using words or ideas that are not your own. When you use exact quotes, use quotation marks and cite the source. Give credit as well when using someone else's ideas, even if you reword the idea.

WRITING CENTER. I encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222 (<http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. Open from 9 a.m. to 7 p.m. Monday-Thursday and from 9 a.m. to 3 p.m. on Friday.

University Policies

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.

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.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. 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.

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/>).

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/>.

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,

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>.

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.

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>.

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:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.