DYNAMICS OF ORGANIZATIONS AND COMMUNITIES
SW 381-T
THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Robert Ambrosino, Ph.D.

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SEMESTER: FALL 2016   **OFFICE HOURS:** W, 1:00-2:00 pm, and by
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I.   STANDARDIZED COURSE DESCRIPTION

This course familiarizes students with the macro context of social work practice. It examines the reciprocal relationship between human behavior and social environments. It 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.

This course examines the impact of social structure and other societal factors on one's personal life chances in relation to equity, fairness, opportunity, and other issues of social and economic justice. Drawing on a systems-ecological perspective, this course helps students develop skills at using systems thinking approaches to understanding organizations and communities with special emphasis on their application to a variety of oppressed and disadvantaged populations and multiple levels of intervention. Special emphasis is given to the development of assessment skills and intervention methods that are relevant to empowerment, capacity building and social change within organizations and communities. Understanding the role of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability is an integral part of this course.

II.   STANDARDIZED COURSE OBJECTIVES

Upon completion of this course the students will be able to:
1. Discuss communities and organizations as a context for professional practice to meet individual needs, build community capacity, and promote social and economic justice (**PB 11, 13, and 27**).
2. Demonstrate an understanding of the value dilemmas and ethical issues confronting social work professionals and their implications for social work practice with organizations and communities (**PB 27**).
3. Assess the influence of community norms, priorities and competitive community factions on the social structure of communities and the delivery of human services (**PB 11**).
4. Assess various evidence-based intervention approaches for working with organizations and communities (**PB 11**).

5. Analyze the impacts of organizational and community dynamics on populations and relate those impacts to the participation of such populations in organizational and community governance, human service provision, and policy formulation (**PB 12, 13 and 27**).
6. Evaluate alternative strategies for initiating change in organizations and communities, including planning models, coalition building, community development, direct action, and legislative advocacy (**PB 11, 12, 27 and 28**).
7. Understand the relevance of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability in social work practice that is grounded in social and economic justice (**PB 11**).

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 obtained from your *Student Handbook*.

Educational Policy	Practice Behaviors	Course Objectives	Assignments
EP 2.1.3 – Apply critical thinking to inform and communicate professional judgment	PB 11 - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	1 - 7	Class exercises and activities, community engagement project
	PB 12 - Analyze models of assessment, prevention, intervention, and evaluation	5, 6	Analyze models of assessment, prevention, intervention, and evaluation
	PB 13 - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	1, 5	Written assignments, community engagement presentation
EP 2.1.9 - Respond to contexts that shape practice	PB 27 - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	1, 2, 5, 6	Class exercises and activities, community engagement project
	PB 28 - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	6	Class exercises and activities, community engagement project

III.   TEACHING METHODS

This course is designed to provide the student with a meaningful learning environment that will facilitate mastery of knowledge and skills in understanding and working in organizations and communities. The class will be conducted using an active learning approach, an approach asserting that the learning process is one in which reciprocity between the instructor and student(s) is a necessity. Teaching methods include a combination of group discussion, small group critique and feedback, audiovisual presentations, case study analyses, readings, experiential exercises including community engagement, speakers, and informal lecture. Students are expected to be open to learning and actively engaged in class discussion and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course. Classes are designed to encourage student participation, input and discussion.

IV.   READINGS

Required Texts and Readings

Gibson, D. W. (2015). *The edge becomes the center: An oral history of gentrification in the 21*st *century*. Woodstock, NY: Overland Press.

Work Group for Community Health and Development (2016). *The community toolbox*. Lawrence, Kansas: University of Kansas. Available at http://ctb.ku.edu/en

The *primary* text for this course will be *The Community Tool Box* developed by the Work Group for Community Health and Development at the University of Kansas. Additional material is drawn from the following sources:

Ambrosino, R.N., Ambrosino, R.J., Heffernan, J., & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8e). Stamford, CT: Cengage Learning.

Asset-based Community Development Institute (2016). Evanston, IL: Northwestern University. Available at: http://www.abcdinstitute.org/.

Cameron, K.S., & Quinn, R.E. (2011). *Diagnosing and changing organizational culture* (3e). San Francisco, CA: Jossey-Bass.

Davis, E. (Ed.). (2010). *The community land trust reader*. Cambridge, MA: Lincoln Institute of Land Policy.

Kirst-Ashman, K.K., & Hull, G.H. (2015). *Generalist practice with organizations and communities* (6e). Stamford, CT: Cengage Learning.

Netting, F.E., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2016). *Social work macro practice* (6e). New York, NY: Pearson.

Northouse, P.G. (2015). *Leadership theory and practice* (7e). Thousand Oaks, CA: Sage.

Other assigned readings and course materials will be available on the class Canvas website. Assigned readings for this course represent the minimum required reading for this course. There is a vast body of literature available on organizations and communities. A selected bibliography is provided at the end of the syllabus.

V.   COURSE REQUIREMENTS

The final grade for this course will be based on the following requirements:

ASSIGNMENT #1: Community Ethnographic Analysis (65% of final course grade)
Students will work in task groups of 4-5 members each to complete this assignment. To the extent possible, group membership will be based on student preference; however, the course instructor will have the final say regarding the composition of each group.

Each group will study a place-based community or neighborhood located in the Greater Austin area. Each community/neighborhood must have specific geographic boundaries that encompass one or more zip codes. The group will employ culturally sensitive ways to gather information required for this assignment. The group will identify and engage one or more "cultural guides" to help the group gain access to the community/neighborhood and its residents as well as to guide the group in its efforts to learn about the community.

Each group is to complete the following tasks as part of this assignment:
- Obtain demographic information about the community or neighborhood using Census data (students should refer to the Power Point presentation on gathering demographic data posted on the course Canvas site for additional details).
- Ride or walk through the target community or neighborhood, observing the condition of residential areas, availability of parks and other areas used for recreation, retail and other businesses (including grocery stores), schools, places of worship, health care facilities, social services agencies, and entertainment venues.
- Interview *at least three* residents of the community or neighborhood, asking each individual about what s/he considers the positive aspects of the community/neighborhood as well as challenges of living there. Interviews should be conducted *in student pairs* in which one student asks questions and clarifies responses and the other student records the information provided. The group can obtain suggestions about persons to be interviewed from the cultural guide(s) who helped orient the group to the community/neighborhood. Be sure that you interview a cross-section of residents (e.g., someone who has lived in the community or neighborhood for a long time, a newcomer to the community/neighborhood, a person of color, a member of a marginalized population such as someone who is experiencing homelessness or who identifies as being LGBTQ, a community leader, a member of the clergy, an agency staff member, or an owner of small neighborhood business). Be sure to obtain *written* permission from all persons interviewed to use their comments, photographs, or tape-recorded or videotaped material, using the form found in the appendix to this syllabus.
- Visit *at least three each* of local businesses, schools, and religious institutions to learn about how each entity views the community/neighborhood, what they think they contribute to it, and what they see as strengths, challenges, and opportunities reflected by the community/neighborhood. Be sure to obtain *written* permission from all persons interviewed to use their comments, photographs, or tape-recorded or videotaped material, using the form found in the appendix to this syllabus.
- Prepare a *20 minute* multi-media presentation to be shown on the *last two days of class* (schedule of presentations to be determined) about the target community/neighborhood to include the following information (you are encouraged to use photographs, video, or quotes to highlight the material presented):
  - Name or nickname such as the Dove Springs area of east Austin, the St. John's area of north-central Austin, or the Mueller neighborhood)
  - Location (include map or other drawing)
  - Demographic snapshot
  - Strengths/sets, threats/challenges, and opportunities

- At *least three* (3) recommendations for strengthening the community/neighborhood
- At least *five* (5) things that were learned through this assignment that would inform social work macro practice in communities

The presentation *must include a photo or video tour of the community or neighborhood accompanied by captions or narration and some form of music*. The tour should be theme-based and not just a stream of disconnected images. Themes might include where people, live, work, and play, where people worship, or where people go to obtain social and other services. The tour might also depict the forces of change on the community/neighborhood such as those brought about by rapid population growth, changes in the composition of the population, or gentrification.

ASSIGNMENT #2: Book analysis (20% of final course grade)
This assignment will demonstrate the degree to which you understand the ecological/systems framework and can apply it to a specific case example, incorporating both micro and macro environmental factors. You are to use content from Gibson's book *The Edge Becomes the Center: An Oral History of Gentrification in the 21st Century* (2015) as your case example, focusing on the ways that the broader environment (groups, organizations, and community) supports or constrains an individual's/family's ability to function and their quality of life. You will incorporate a brief description of the ecological/systems framework (assume that the reader has no knowledge of the theory/framework or concepts associated with it). The major part of your paper will apply the ecological/systems framework to an understanding of the impact of gentrification on individuals, families, organizations, communities and the broader society and the intersectionality between these entities. The paper should focus on analysis rather than description/"story-telling" or a listing of what factors exist at each layer of the environment. Analysis should incorporate the ways that the intersections of the layers of the environment shape behaviors, attitudes and values at each level; create risks and/or opportunities, or both; and impact the adaptation of each environmental layer as gentrification occurs.

Your analysis should incorporate the following:
- Brief descriptive, objective information about gentrification to provide context for your discussion.
- A brief overview of the ecological/systems framework. You can either explain the concepts as you incorporate them in your analysis or present them in a separate section from your analysis.
- A demonstration of your understanding of the framework by showing how it can be used to explain the impact of gentrification on individuals, families, organizations, communities and the broader society, including risks and/or opportunities that support or inhibit well-being. The reader should be able to tell that you understand the framework and to see clearly how it is applied to gentrification as a case example after reading your paper. Again, be sure you focus on analysis – how does the interaction within each layer of the environment shape each layer's ability to function/create risks and opportunities within that layer; how does the intersectionality between the various layers of the environment impact well-being? (Be sure you include depth in your analysis rather than a "laundry list" of factors at each level of the environment).
- Provide a brief summary/conclusion. What are the most important findings discovered in your analysis? What recommendations would you make, drawing from Gibson's book and your own critical thinking, in communities to either prevent gentrification or work to ensure that it is implemented in ways that are culturally sensitive and support the common good of the community (in that case, the term "community revitalization" is a more appropriate term than gentrification)? This section is *written in third person* (no "I") even though you are giving your opinion.

Be sure you include a reference page including sources used listed using APA format.

The paper should be *6-8 pages long, double-spaced*, and include at least two sources in addition to Gibson's book. This assignment will count 20% toward your total grade for the class. Grading will be based on how well the content was addressed (80%) and on mechanics -organization, clarity, grammar, and spelling (20%).
This book analysis assignment is due **on or before 11:59 p.m. on Wednesday, October 26**.

ASSIGNMENT #3: Reflection paper (15% of final course grade)
This assignment will require each student to reflect on what s/he learned from taking this course. This paper should be *3-5 pages, double-spaced* and address the following:
- Briefly describe three *personal challenges* you faced in completing the community ethnographic analysis assignment.
- How did you respond to these challenges?
- Name one action that you will undertake to help stem the tide of gentrification in Austin.
- Who, beside yourself, will you recruit to assist you in your effort? Why did you pick this individual?
- How has your view of macro social work in organizations and communities changed as a result of taking this course?

This assignment is due **on or before 11:59 pm on the last day of class** (November 30).

Summary of assignments
The following table contains a summary of assignments for this course.

Assignment	Due Date	Percent of Final Grade
Community ethnographic analysis	Last day of class	65%
Book analysis	October 26	20%
Reflection paper	Last day of class	15%
		100%

VI.   GRADING

Overall Criteria for Evaluating Student Assignments
The work of each student should be well-conceptualized, clearly organized, and supported by examples or details as appropriate. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. The grading scale and rubric for the course are shown below. *You must earn a grade of a 'C' or above to earn credit for this course.*

Points Earned	Grade
94.0 – 100.0	A
90.0 – 93.999	A-
87.0 – 89.999	B+
84.0 – 85.999	B
80.0 – 83.999	B-
77.0 – 79.999	C+
74.0 – 76.999	C
70.0 – 73.999	C-
67.0 – 69.999	D+
64.0 – 66.999	D
60.0 – 63.999	D-
0.0 – 59.999	F

A = Superior work: The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., writing coherent, ideas synthesized, discussion well developed).
B = Good Work: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.
C = Average Work: The assignment meets the requirements or has minor gaps but lacks evidence of in-depth critical thinking and analysis. *A grade of C- or lower is noted as a course failure and will require re-taking the course.*
D = Failing = Poor/failing Work: The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis

VII.   CLASSROOM AND UNIVERSITY POLICIES
Classroom policies

Instructor Contact. If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 210-268-9043 or come to my office hours. You can also send an email to me at Ambrosinorobert@gmail.com. I check my e-mail and phone messages regularly and will respond as quickly as possible.

Class Attendance. Class attendance will be taken at the beginning of the class on a random basis throughout the semester. It is the students' responsibility to ensure that they have signed the attendance sheet. Students will receive 1 point for each class attended. Students who attend at least 90% of classes and whose grade based on course assignments is 2 points away from the next highest grade will receive the next highest grade. For example, a student with a grade based on course assignments of 88 will receive a final grade of 90 for the course. *Any student caught signing an attendance sheet for a missing classmate will be referred to Student Judicial Services for disciplinary action.*

A student who misses more than 3 classes without a valid, verifiable excuse will be subject to a penalty of one letter grade. For example, a student who misses 4 classes without a valid, verifiable excuse and whose grade based on course assignments is an "A" will receive a final grade of "B" in the course.

In no case will a student be allowed to miss more than 5 classes throughout the semester.

Class Participation. Students are expected to actively participate in *all* classes. Participation includes active listening, respecting the thoughts and ideas of others, taking notes, collaboration with classmates during group exercises, and asking pertinent questions. Active participation is central because in this course, we will strive to create an environment that is conducive to students learning from each other as well as from the instructor.

Written Assignments. Written course assignments are expected to be completed in a professional manner with the appropriate documentation and free of any grammatical or syntax errors. Such assignments are to be completed using Word for Windows (do not submit any written assignments in PDF format), be double-spaced, and use 12-point Times Roman font. The length of each assignment will be specified in the instructions for completing the assignment.

Students are to use the stylebook of the American Psychological Association when completing all written assignments available at https://owl.english.purdue.edu/owl/resource/560/08/.

Students are expected to turn in all assignments *on or before the established due date*. A penalty of *3 points* will be assessed for *each calendar day* that an assignment is late. Students who submit an assignment more than 5 days late will receive a grade of zero on the assignment unless negotiated otherwise with the course instructor.

Course Feedback: Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course, including any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, using the format provided by the university. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can be made in class, by making an appointment to meet with the instructor, or by any other means selected by the student.

Course Modifications. Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class and published on the Canvas site for

the class. It is the responsibility of the student to inquire about any changes that might have been made in her/his absence.

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 and Civility in the Classroom. 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, 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/).

Use of Class Materials. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's *Student Honor Code* and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

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). The letter must be presented 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 (5) business days before an exam. For more information, visit http://diversity.utexas.edu/disability/.

Religious Holidays. By UT Austin policy, students must notify the professor of a pending absence at least fourteen (14) 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 risk. 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.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

TITLE IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf.

Campus Carry Policy. The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 to vacate the building 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 writin*g 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.

VIII. COURSE SCHEDULE

Date	Material Covered	Readings
August		
24	• Introductions and course overview • Core principles, assumptions, and values that guide macro social practice in communities • Brainstorm task groups for community ethnographic analysis	• CTB Chapter 1, Section 6
31	• Definition of a community • Types of communities • Roles of social workers in communities • Community practice models • Overview of the ecological/systems framework • Finalize task groups for community ethnographic analysis	• Kirst-Ashman & Hull (2015), pp. 21-26 • Netting, Kettner, McMurtry, & Thomas (2016), pp. 147-150 • Ambrosino, Ambrosino, Heffernan, & Shuttlesworth (2016), Chapter 3
September		
7	• Understanding and describing the community • Developing a strategic plan • Action planning	• CTB Chapter 1, Section 9 • CTB Chapter 3, Sections 2 and 14 • CTB Chapter 8, Sections 1 – 7 https://www.austinisd.org/sites/default/files/dept/strategic_plan/docs/2015_StratPlan_FINAL_ENGv2.pdf
14	Community project work day	No readings
21	• Assessing community needs and resources • Asset-based community Development • Values dilemmas and ethical issues	• CTB Chapter 3, Sections 1, 3-13, 15-24 • Kirst-Ashman & Hull (2015), 433-450 • Restore Rundberg Hotspot Analysis • Restore Rundberg Asset Inventory • Green & Goetting (2010), Chapter 9 http://www.abcdinstitute.org/toolkit/
28	Continuation of topics from previous week	
October		
5	• Theoretical perspectives for community change • Building a community change Effort • Promoting interest and participation in initiatives	CTB Chapter 5 (all sections) CTB Chapter 6 (all sections) CTB Chapter 7 (all sections)
12	Community project work day	No readings
19	• Designing community interventions • Removing barriers, creating opportunities and improving services • Developing a Logic Model	CTB: Chapter 18 (section 1) CTB: Chapter 19 (all sections) CTB: Chapter 24 (sections 1, 3, and 4) Netting, Kettner, McMurtry, & Thomas (2016), pp. 329-332 http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

Date	Material Covered	Readings
		http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide
26	• Integrating social equity and smart growth • Is Austin a "competent community" * Book analysis assignment due *	• Review information at: http://www.newurbanism.org/newurbanism/principles.html • Read: Davis, E. (2010). Origins and evolution of the community land trust in the United States, pp. 1-47. • Read: Davis, E. (2010). The challenge of perpetuity, pp. 552- 561.
November		
2	• Understanding organizations	• Kirst-Ashman & Hull (2015), pp. 114-169 • Netting, Kettner, McMurtry, & Thomas (2016), pp. 188-224
9	• Organizational culture • Organization life cycle • Managing change in organizations	• Cameron & Quinn (2011), Chapter 1
16	• Leadership in organizations	• Northouse (2016), Chapter 1
23	Special topics in macro social practice with organizations	TBA
30	• Last day of class • Community ethnographic analysis project group presentations * Reflection paper assignment due *	No readings

VI.   SUGGESTED SOURCES

Asset-based Community Development Institute. Available at: http://www.abcdinstitute.org/.

Bernard, T. (2010). *Hope and hard times: Communities, collaboration, and sustainability*. Gabriola Island, BC: New Society Publishers.

Bridge, G., Butler, T., & Lees, L. (Eds.) (2013). *Mixed communities: Gentrification by stealth?* Bristol, UK: Policy Press.

Brown-Saracino, J. (2010). *The gentrification debates: A reader.* New York, NY: Routledge.

Cameron, K.S., & Quinn, R.E. (2011). *Diagnosing and changing organizational culture* (3e). San Francisco, CA: Jossey-Bass.

Davis, E. (Ed.). (2010). *The community land trust reader*. Cambridge, MA: Lincoln Institute of Land Policy.

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Duany, A., Speck, J., & Lydon, M. (2009). *The smart growth manual.* Columbus, OH: McGraw-Hill Professional.

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PARTICIPATION AGREEMENT

I give my permission to _____:

_____ Information I have provided verbally or in writing about me, my family, and my neighborhood or community

_____ Photographs of me and/or my minor children

_____ Videotaped or tape-recorded interview(s) of me or my minor children

in a class presentation and paper(s) for SW 381-T, Dynamics of Organizations and Communities, offered during the Fall 2016 semester at The University of Texas at Austin School of Social Work.

I understand that the material I provide is for the sole purpose of student learning. It will only be presented during a class session by the students studying my community or neighborhood. The material I provide will not be published or used in any way other than as part of the social work course in which the student(s) named above is/are enrolled.

I understand that I can change my mind at any time before the presentation on November 30, 2016 and ask that the material not be used.

_____ Signature

_____ Printed name

_____ Date

Name(s) of child/children if minors are providing information or included in photographs or videotapes and the person whose signature appears above is the legal parent or guardian:

_____

Please contact Dr. Robert Ambrosino, course instructor, if you have any questions about this class project or your participation in the project at Ambrosinorobert@gmail.com or 210-268-9043.

Thank you so much for helping our students learn about the dynamics of neighborhoods and communities and how those dynamics impact the lives of those who live there.