

**The University of Texas at Austin  
School of Social Work**

**Social Work Practice Organizations and Communities**

|                   |                             |   |
|-------------------|-----------------------------|---|
| <b>Course:</b>    | <b>SW 334</b>               | <b>Instructor:</b> Debbie Webb, Ph.D., LCSW, LPC, LCDC  |
| <b>Unique No.</b> | <b>62410</b>                | <b>e-mail address:</b> debbiwebb@aol.com                |
| <b>Semester:</b>  | <b>Spring 2012</b>          | <b>Phone:</b> (512) 799-9358 (cell; text messages)      |
| <b>Time:</b>      | <b>M &amp; W 4PM-5:30PM</b> | <b>Office Hours:</b> 5:30-6:30PM Mon. & By Appt.        |
| <b>Location:</b>  | <b>SSW 2.132</b>            | <b>Office Location:</b> SWB Adjunct Office or Classroom |

**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**

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 macro-economic 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: *Organizational Analyses, individual paper, team project, utilization of applicable Malcolm Baldrige Quality Award Criteria and discussion; online searches for and discussion of relevant evidence based practice articles & materials, Exam 1; Exam 2; Chapter Quizzes.*

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

Objectives 4, 5, 8, 9

Assignment: *Individual paper, team project, in class macro practice exercises & discussion, Organizational Analyses, Weekly Online Searches for and discussion of relevant evidence based practice articles & materials, Exam 1, Exam 2; Chapter Quizzes.*

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

Objectives (not specified)

Assignment: *Individual paper, team project & presentation, in class macro practice exercises & discussion, Organizational Analyses, Exam 1, Exam 2.*

**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: *Weekly Online Searches for and discussion of relevant evidence based practice articles & materials, Organizational Analyses, utilization of applicable Malcolm Baldrige Quality Award Criteria and discussion Exam 1, Exam 2; Chapter Quizzes.*

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

Objectives 6, 7, 9

Assignment: *Utilization of applicable Malcolm Baldrige Quality Award Criteria and discussion, Team project; Weekly Online Searches for and discussion of relevant evidence based practice articles & materials, Organizational Analyses.*

### III. Teaching Methods:

The Instructor incorporates a variety of teaching methods including interactive lectures, guest lecturers, experiential group activities, reading assignments, internet research, group project process, case studies, in the community observations, and audiovisual materials such as strategic plans, organization financial performance, customer satisfaction, etc. to help students better assess, evaluate, and understand social work practice within organizations and communities. A significant dimension of the successful completion of the class is the quality of preparation and participation of each student. Students should use class meeting time effectively as an opportunity to analyze concepts presented in readings. Students are expected to contribute to their own learning through asking questions, sharing experiences and actively participating in class discussions. Missed classes cannot be made up and regular class attendance and participation is required.

### IV. Required and Recommended Text and Materials:

Required Text: Kirst-Ashman, K. K. & Hull, G. H. Jr. (2012). ***Generalist Practice with Organizations and Communities. 5th Edition.*** Thomson Brooks/Cole CENGAGE Learning, Belmont, CA.

**Additional Required Materials:** It is imperative to have reliable internet access for timely completion and submission of online chapter quizzes and weekly online searches for evidence based practice articles & materials. The Instructor may periodically assign readings available from the Internet, some of which will have been identified by classmates.

### **Suggested Additional Readings & Materials:**

Berman, E. (1995). "Implementing TQM in state welfare agencies." *Administration in Social Work, 19* (1).

Berry, Leonard L. (1995). *On Great Service; A Framework for Action*. New York: Free Press.

Deming, W. E. (1986). *Out of Crisis*. Cambridge, MA: Massachusetts Institute of Technology, Center for Advanced Engineering Study.

Garvin, David A. (1988). *Managing Quality: The Strategic and Competitive Edge*. New York: The Free Press.

Gitlow, Howard S. and Shelly J. Gilow. (1987). *The Deming Guide to Quality and Competitive Postion*. Englewood Cliffs, N.J.: Prentice Hall.

Hasenfeld, Y. (1992). *Human services as complex organizations*. Newbury Park, CA: Sage.

Moore, S. T., & Kelly, M. J. (1996). "Quality now: Moving human services organizations toward a consumer orientation to service quality." *Social Work, 41* (1), January.

### V. Course Requirements:

There will be two exams, fifteen quizzes (one on each book chapter), an individual paper which is an organizational analysis, an integrated group project & professional presentation, focus on identification of applicable evidence based practices, and opportunities for extra credit. Exam questions will be based upon the course textbook, other readings and materials as assigned, lectures, guest lectures, class exercises and discussions, and in-community observations. The exam format will be multiple choice, fill in the blanks, matching, short essays and some drawing (replication) of macro figures from the textbook. Exams will not be given except on the date as presented in this syllabus. Alternative dates will not be provided for any student. In case of

special circumstances, exam dates may be moved to later in the semester at the sole discretion of the instructor.

Each chapter quiz is due no later than one hour before the first class when we discuss that particular chapter. An incomplete in this class will result if all assignments are not turned in including all quizzes and materials. Except in cases of documented extenuating circumstances, late quiz and/or evidence based practice (EBP) material submission will result in an assigned grade of zero ("0") for that quiz or EBP, but it nevertheless has to be turned in by the student in order to successfully complete the course (the assignment cannot be "skipped").

**1. Quizzes for each Chapter in the Textbook:** Complete one online quiz (worth 1 point each) for each of the 15 chapters (Total of 15 points) in the Kirst-Ashman & Hull text. See [www.cengage.com/social\\_work/kirst-ashman](http://www.cengage.com/social_work/kirst-ashman)

**2. Two Exams:** Each exam is worth 20% of your final grade. Exams will draw heavily from the readings, lectures and class discussions. Format for exams may include multiple choice, true/false, short answer fill in the blanks, drawing figures from the textbook illustrating macro practice models, and essay questions. Only in the case of documented illness or other unforeseen emergencies will make-up exams be given. The format of any make-up exams is at the sole discretion of the instructor.

**Exam #1 (20 points) Wednesday, March 7, 2012**

The first exam will be on March 7 and will include materials covered in the first half of the class.

**Exam #2 (20 points) Monday, April 23, 2012**

The second exam will be on April 23 and will focus on materials from the second half of the class.

3. Electronic submission of fifteen (15) macro-related evidence based practice (EBP) articles/materials: Worth 1/2 point each = 7 ½ pts. Spontaneously, the instructor will call on one or two different students each class to briefly share with the class the highlights of the EBP article they selected for that week. It is suggested that students bring a copy of their articles or materials on a flash drive or have a link set up so they can quickly access their materials.

**4. Individual Paper (Organizational Analysis) (15 points) DUE Wednesday April 18, 2012.**

Students in a small group (created around one topic area) will individually select and conduct an assessment and evaluation of one organization out of a connection of organizations (a coalition, like ECHO) which is currently actively addressing their social issue of interest in the greater Austin area. Each student will independently conduct and prepare for submission her/his organizational analysis as an "individual paper" in a 10-12 page double spaced report format (15%). No two students in each small group will assess the same agency/organization. Specific, written guidelines for conducting the organizational analysis will be reviewed during the second week of class.

**5. Team Project (Small Group) Integrated Professional Presentation (15 points) on one of three (3) dates as assigned by a drawing in class: April 25, April 30, on May 2 (DUE)**

In this individual and then integrated team assignment, students will first work independently and then co-work in teams to co-assess the impact of their specific agency/organization as it works together with other entities as a community coalition or partnership (such as the C.A.N.) in order to address a particular social problem/issue such as homelessness, AIDS, etc. Students will integrate the highlights of their independent reports with those of their other team members to prepare a professional, PowerPoint-assisted in-class presentation (20%) that reports key findings from individual assessments (papers) but mainly focuses on evaluating the collective organizations' efforts and effectiveness or lack thereof at impacting the social issue: pointing out strengths, accomplishments, opportunities for improvement, and future directions, to date. The team should demonstrate professionalism, leadership and creativity in how they present, best depict, and convey the materials and evidence to their audience.

6. Evidence Based Practice (EBP) materials: Identify and submit one EBP resource per chapter for all 15 chapters (worth ½ point each) to instructor via email at debbiwebb@aol.com by 3PM CST every Monday. (Worth 7 ½ points, total)
7. Attendance & Participation Grade: Be present, attentive, and share with the class (Worth 7 ½ points, total).

Summary of Major Class Assignments:

- 15 QUIZZES: Worth 1 point each=15 points
  - EXAM 1: Worth 20 points
  - EXAM 2: Worth 20 points
  - 15 Macro-topic related evidence based practice (EBP) articles/materials: Worth 1/2 point each = 7 ½ pts.
  - Individual Paper: Assessment of an Organization or Community Initiative (Organizational Analysis): Worth 15 points
  - Team Project (Small Group) Integrated Presentation : Worth 15 points
  - Attendance & Class Participation: 7 ½ points
- Total Possible Points: 100 points (100%)**

**Grades will be assigned as follows:**

94-100 points A (excellent)

90–93 points A- (very good)

87-89 points B+ (well above average)

84 -86 points B (above average)

80–83 points B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77-79 points C+ (average)

74–76 points C

70-73 points C Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. Social Work majors must make a grade of C- or above to avoid having to repeat the course.

67-69 points D+ (below average)

64-66 points D

60-63 points D

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

59 points or below F (failing)

Papers, responses to essay questions, Evidence Based Practice articles & materials, and presentations awarded the highest grades include the following elements:

- Evidence of independent, critical thinking
- Citations of research from peer-reviewed professional journals and from recent books
- Integration of material from lectures and course readings

Papers must be typewritten in 12pt font, double-spaced, proofread for spelling and grammatical errors, and must follow the APA style format.

## VI. Class Policies:

This course covers critical issues in the design, funding, implementation, and evaluation of human service programs. Classroom activities include handling complex analytical issues demonstrating knowledge and skills in communication, persuasion, and effective leadership. Some material discussed in class may be of a confidential or business proprietary nature since part of the material will involve examination of existing human service organizations. Therefore, all class participants must agree to abide by strict rules of professional conduct including confidentiality. **Because of the nature of the schedule, all readings and assignments must be completed by due dates and schedules for all aspects including exams will not be altered.**

1. Attendance. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students anticipating being absent from class for a legitimate reason (illness, family emergency) should notify the Instructor in advance by e-mail or text message. **Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) will be subject to having their final grade lowered by one point for each class missed beyond the first unexcused absence.** In extenuating circumstances of absence, students are to notify the Instructor as soon as it is feasible. Students are responsible for any material missed due to absences. Any student missing more than 3 classes (excused or unexcused) may be in dropped from the course at the sole discretion of the instructor and/or are placing themselves in jeopardy of not passing this course.
2. Policy on Absence for Religious Holidays: By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the assignment. If accepted, late assignments 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.
3. Late Assignments. All assignments must be turned in on the due date and must be submitted at the beginning of the class period. **Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing assignment deadlines, and late assignments will be assessed point penalties at the rate of one letter grade (10 points) for every day late.** Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date.
4. 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.
5. 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://www.utexas.edu/depts/dos/sjs/>).

6. APA. The UT Austin School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the latest version of the *Publication Manual of the American Psychological Association*. Information on APA style and format can also be found at the Learning Resource Center (LRC) in the School of Social Work.
7. Mutual Learning. The Instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Instructor. Students are encouraged to request and to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. PLEASE schedule office appointments with me early in the semester if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.
8. Class Participation and Ethics. Social work practitioners strive to respect the values, ideas and opinions of others. Students are expected to participate actively in class, and to develop critical thinking skills through openly examining the theory, values, and evidence basis for the various opinions and points of view expressed by the Instructor and class colleagues. Professionalism as well as common courtesy and respect should be practiced during class discussions and guest presentations/ lectures. Obviously, there is no place for discrimination, harassment, and/or intimidation and any use of these behaviors may be grounds for dismissal from the course.
9. 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 Instructor regarding any safety concerns.
10. 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 instructor 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/>.
11. Specific Student Responsibilities: Please demonstrate professionalism and respect for others by observing the following:
  - a. Come to all classes prepared by reading all materials and completing all quizzes and other assignments due that day. Students are expected to call upon relevant experiences, course readings, and evidence based practices when they are making contributions.
  - b. Attend all classes and participate. Be on time and do not leave early. Attendance will be taken and participation or lack thereof will be noted and counted toward your final grade in the class. If you cannot attend a class, notify the instructor before the class by calling or texting (512) 799-9358 (unless you are experiencing an emergency). Repeated occurrences (more than 3) of absences or partial absences may result in the student being dropped from the class, at the sole discretion of this instructor.

- c. Pay attention to whoever has the floor and refrain from all side conversations or dozing off during class.
- d. During class time, do not use electronic devices without gaining prior permission from the instructor. If on a rare occasion you are expecting an urgent call (such as from a physician's office) you may put your cell phone on vibrate, sit near the door, and quietly exit to take the call so as to not disrupt the class.
- e. Students must conduct themselves with the highest level of scholastic honesty and integrity. Violations of the University's policy on scholastic dishonesty will result in a grade of "F" for the course and will be reported to the Dean of the School of Social Work and the Dean of the Graduate School. Make sure you write all materials you submit and that you carefully and diligently attribute credit to other authors and speakers for their ideas if you paraphrase, or quote, by utilizing proper APA-style citations.

## **VII. Course Schedule:**

### **Week, Date, Chapter(s), Topics, Readings & Assignments (The instructor reserves the sole right to modify the course schedule.)**

#### Week 1: Introductions & Chapter 15: Stress & Time Management

Wed., Jan. 18: Introductions; review course syllabus (assignments, quiz submissions, exams, Q & A, etc.); Chapter 15: Stress & Time Management assignment, Q & A.

#### Week 2: Chap 15 Continued, and Chap. 1: Intro. To Gen Prac. With Org. & Com.

Mon., Jan 23: Kirst-Ashman & Hull, Chap. 15 & Chap. 1 Quizzes plus one related evidence based practice article/material for each chapter is due to Webb via online submission to debbiwebb@aol.com by 3PM CST

Mon., Jan. 23: Kirst-Ashman & Hull, Chapter 15 & Intro. to M. Baldrige Quality Award Criteria.

Mon., Jan. 23: Opportunity for Extra Credit (2 points): After class observe in community NAMI Austin panel presentation: 6:30PM – 9PM: Austin State Hospital, 4110 Guadalupe St. (enter at 41<sup>st</sup> St. traffic light on Guadalupe), Canteen A & B Conf. Room and write a 2 page reflection paper about what you observed and learned.

Wed., Jan. 25: Kirst-Ashman & Hull, Chapter 1: Intro. To Gen. Prac. With Org. & Com.

#### Week 3: Chap 2: Using Micro Skills in the Macro Environment

Mon., Jan 30: Kirst-Ashman & Hull, Chap. 2 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online submission by 3PM CST

Mon., Jan. 30: Kirst-Ashman & Hull, Chapter 2

Wed., Feb. 1: Kirst-Ashman & Hull, Chapter 2, continued.

#### Week 4: Chap 3: Group Skills for Org. & Com. Change

Mon., Feb. 6: Kirst-Ashman & Hull, Chap. 3 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online submission by 3PM CST

Mon., Feb. 6: Kirst-Ashman & Hull, Chapter 3

Wed., Feb. 8: Kirst-Ashman & Hull, Chapter 3, continued.

#### Week 5: Chap 4: Understanding Organizations

Mon., Feb. 13: Kirst-Ashman & Hull, Chap. 4 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online sub. by 3PM CST

Mon., Feb. 13: Kirst-Ashman & Hull, Chapter 4

Wed., Feb. 15: Kirst-Ashman & Hull, Chapter 4, continued.



Week 6: Chap 5: PREPARE – Decision Making for Organizational Change

Mon., Feb. 20: Kirst-Ashman & Hull, Chap. 5 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online sub. by 3PM CST

Mon., Feb. 20: Kirst-Ashman & Hull, Chapter 5

Wed., Feb. 22: Kirst-Ashman & Hull, Chapter 5, continued.

Week 7: Chap 6: IMAGINE – How to Implement Macro Intervention: Changing Agency Policy

Mon., Feb. 27: Kirst-Ashman & Hull, Chap. 6 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online sub. by 3PM CST

Mon., Feb. 27: Kirst-Ashman & Hull, Chapter 6

Wed., Feb. 29: Kirst-Ashman & Hull, Chapter 6, continued.

Week 8: Chap 7: IMAGINE – Project Implementation & Program Development & EXAM 1

Mon., Mar. 5: Kirst-Ashman & Hull, Chap. 7 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online submission by 3PM CST

Mon., Mar. 5: Kirst-Ashman & Hull, Chapter 7

Wed., Mar. 7: **EXAM 1** (Covering Chapters 15, 1, 2, 3, 4, 5, 6 & 7, lectures, observations, etc.)

**SPRING BREAK: Week of Monday March 12<sup>th</sup> – Friday March 16<sup>th</sup>: NO CLASS ☺**

Week 9: Chap 8: Understanding Neighborhoods & Communities & ASSIGNMENTS:

Week 9: Extra Credit Opportunity (1 point): In person, attend one hour of a City Council, County Commissioner, Neighborhood Association, City Planning Mtg., etc. and write a two page reflection paper about what you observed & learned.

Mon., Mar. 19: Kirst-Ashman & Hull, Chap. 8 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online submission by 3PM CST

Mon., Mar. 19: **SELECTION OF TEAM (SMALL GROUP) TOPICS & ASSIGNMENT TO GROUP, & SELECTION OF AGENCIES/ORGANIZATIONS in GREATER AUSTIN FOR INDIVIDUAL PAPERS DUE: TO BE ACCOMPLISHED IN CLASS.**

Mon., Mar. 19: Kirst-Ashman & Hull, Chapter 8

Wed., Mar. 21: Kirst-Ashman & Hull, Chapter 8, continued.

Week 10: Chap 9: Macro Practice in Communities & Chap 10: Evaluating Macro Practice

Mon., Mar. 26: Kirst-Ashman & Hull, Chap. 9 & 10 Quizzes plus one related evidence based practice article/material for each chapter is due to Webb via online submission by 3PM CST

Mon., Mar. 26: Kirst-Ashman & Hull, Chapter 9

Wed., Mar. 28: Kirst-Ashman & Hull, Chapter 10

Week 11: Chap 11: Advocacy & Social Action with Populations at Risk

Mon., Apr 2: Kirst-Ashman & Hull, Chap. 11 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online sub. by 3PM CST

Mon., Apr. 2: Kirst-Ashman & Hull, Chapter 11

Wed., Apr. 4: Kirst-Ashman & Hull, Chapter 11, continued.

Week 12: Chap 12: Ethics & Ethical Dilemmas in Macro Practice

Mon., Apr. 9: Kirst-Ashman & Hull, Chap. 12 Quiz plus one related evidence based practice article/material for each chapter is due to Webb via online sub. by 3PM CST

Mon., Apr. 9 : Kirst-Ashman & Hull, Chapter 12

Wed., Apr. 11: Kirst-Ashman & Hull, Chapter 12, continued.

Week 13: Chap 13: Working wi Courts; & Chap. 14: Developing & Managing Agency Resources

Mon., Apr. 16: Kirst-Ashman & Hull, Chaps. 13 & 14 Quizzes plus one related evidence based practice article/material for each chapter is due to Webb via online submission by 3PM CST

Mon., Apr. 16: Kirst-Ashman & Hull, Chapter 13

Wed., Apr. 18: **Individual Papers (Organizational Analyses) DUE at 4PM CST sharp in hard copy, in classroom.**

Wed., Apr. 18: Kirst-Ashman & Hull, Chapter 14

Week 14: EXAM 2 & Team Project (Small Group) Presentations

Mon., Apr. 23: **EXAM 2** (Covering Chaps. 8, 9, 10, 11, 12, 13, & 14, lectures, observations, etc.)

Wed. Apr. 25: Team Project (Small Group) Presentations

Week 15: Team Projects (Small Group) Presentations, Cont., Course Wrap Up & Evaluation:

Mon., Apr. 30: **ALL Extra Credit Reflection Papers Due at 4PM CST sharp in hard copy, in classroom**

Mon., Apr. 30: Team Project (Small Group) Presentations, Continued

Wed. May 2: Team Project (Small Group) Presentations, Continued, Course Wrap Up; & Course Evaluation

## SW334

Debbie Webb, Ph.D., LCSW, LPC, LCDC, Lecturer

Spring 2012

### Individual Paper and Team Project

During the first weeks of this course we read about social work practice with organizations and communities. We gain knowledge of micro skills and group skills that are necessary tools for effective intervention at the macro level in macro systems. We examine different organizational theories; learn to think about organizations systemically; and to identify the major components of organizations. We gain familiarity with these concepts through discussion of case examples in the classroom. Throughout, we stress the importance of critical thinking skills in assessing and evaluating organizations and communities.

When you enter professional practice you will likely work both with and within organizations and communities. Some of this will involve working on teams, committees, boards and various community associations and partnerships that are working toward solutions to major community social problems.

In this assignment, each student will work on a team and look at the goals and effectiveness of identified organizations and community coalitions that are working together to address a specific social issue in Austin Texas. To accomplish this, each student will independently (individually) conduct an assessment and evaluation (organizational analysis) of one organization that is a part of a bigger coalition/partnership that is currently active in Austin, Texas. Individuals/teams will identify organizations associated with their own special interests (and gain final approval from the instructor); those requiring assistance from the instructor may request it.

In selecting the agency/organization and the coalition/partnership, the students must check and make sure that they are currently working to address a problem/issue specific to Austin and that they have enough of a history so that the class can see how the agency/organization and the coalition/partnership have evolved and changed over time.

#### ***Framing the assignment:***

Your team has been contracted by the Pew Charitable Trusts, a national foundation that conducts research on social policy, to study community strategies to address health and human services issues in Austin. Pew has also contracted with teams in several other U.S. cities and will be looking for best practices and promising approaches to addressing specific social problems. Your team will choose an issue area and specific organizations/coalitions to evaluate from a list provided by the Instructor. Each team member will be responsible for analyzing one organization and writing his/her findings as a 10-12-page paper. **During the process of collecting information and writing your findings, the team will meet to begin discussing how the individual organizations are collectively impacting the problem.** Your team will prepare a presentation to the class (class will play role of Senior Researchers from Pew) that summarizes the individual organization assessments and that analyzes their collective impact on the specific issue area.

**Individual paper – agency/organization assessment:** Each team member will produce a written report that includes a title page, acknowledgments (if appropriate), an executive summary, the body of the report, and a bibliography. The final report should be well organized, concisely written, neatly presented, and follow the APA style. A handout including the specific sections and details to include will be handed out in class when we cover this assignment. Please refer to the course syllabus for specific guidelines for preparing papers.

**Presentation:** Each group will present their project to the class on one of the three last class periods. The presentation will include PowerPoint slides, graphs, and charts, and may include pictures, audio, other slides, video clips, posters, web pages, and/or class activities. Each team will have an allotted number of minutes (to be determined by the total number of students and groups) so timed presentations will need to be focused and well organized. Each presentation will end with the group's overall assessment of the organizations' effectiveness in addressing the identified issue area. Time for questions and answers will follow.

**Grading:** The group project assignment is worth 30% of your final course grade. It will involve two parts: a 10-12-page double-spaced independently written organizational analysis report (15%) and an in-class professional group presentation (15%) in which the group will be graded as a whole.

**IMPORTANT STUDENT RESPONSIBILITY TO MEET WITH HIS/HER GROUP: All members of the group must make time to meet** periodically as a group outside of the class period, throughout the second half of the semester, to coordinate efforts, discuss progress, design the presentation, hear updates from individual work, and schedule time to meet with the course instructor if/when necessary. Students should not miss more than one group meeting, as jointly agreed upon by his/her group, or her/his participation grade will reflect non-attendance. Sign-in sheets for such meetings must be kept and turned in to the instructor each week. If time permits, groups may be allotted a few minutes of class time to briefly meet, at the sole discretion of the instructor.