Course/Unique Number: SW 334 / U# 62405	**Office Number**: SSW 3.130K
Semester: Spring 2012	**Office Phone**: 471-6266
Meeting Time/Place: M/W 2:00-3:30 / SSW 2.116	**Office Hours**: Mon 3:30-5:00 & by appt
	TA: SSW 3.112, Wed 3:15-4:45 & appt
Instructor: Yolanda C. Padilla, PhD, LMSW-AP, Professor, ypadilla@austin.utexas.edu	
Teaching Assistant (TA): Jen Scott, MSSW, MIA, jenscott@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 Blackboard.

## V.	Course Requirements

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

   Reflection Papers must be submitted in hard copy at the beginning of every Monday class session; no late papers accepted. However, to allow for <u>emergencies</u> you will be allowed to submit 2 Reflection Papers late. Attendance will be monitored: lack of attendance will decrease this part of the grade.

2. LBJ Museum Visit Assignment …………………………………………..   15%

3. Community Needs Assessment Group Project (Group grade) …………………   40%
   *(Grade takes into account timely submission of interim section reports.
   <u>Individual contribution</u>: Individuals who do not make an adequate
   contribution to the group project, including those who are consistently
   absent for class work associated with the project will receive a lower grade.)*   --------
                                                                                    100%

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

VI.   Course Schedule

Readings Reflection Essays (due each Monday in class)
Readings Reflection Essays are required for each assigned chapter and are <u>due on the Monday of the week when chapter is assigned</u> (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. The essay should be 2½ - 3 pages long (double-spaced, 12 point font, 1 inch margins, with the chapter number and title in the heading and no separate title page). Summarize the main points in the chapter and critically reflect on what the chapter teaches you about social work practice in organizations and communities. Subdivide your essay using subheadings.

LBJ Museum Visit Assignment
You will visit the LBJ Museum located on the UT campus. Detailed instructions will be provided.

Needs Assessment Group Project
<u>Schedule of due dates for Needs Assessment Project provided separately</u>. Detailed instructions available on Blackboard. 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.

Week	Theme, assigned readings, general outline of class work
Jan 18	Overview of the course <u>Due</u>: List of 3 populations of interest for the Needs Assessment Project
Jan 23/25	*What does a community practice approach to solving social problems look like?* Preface (p. v-viii) Chapter 1. Community Practice: An Introduction <u>Film</u>: *Unnatural Causes: Is Inequality Making Us Sick?*
Jan 30/Feb 1	*The Nature of Social and Community Problems* Chapter 3. The Nature of Social and Community Problems <u>Workshop</u>: How to write critically and with clarity and grace
Feb 6/8	*Using Assessment in Community Practice* Chapter 6. Using Assessment in Community Practice
Feb 13/15	*Using The Advocacy Spectrum* Chapter 12. Using The Advocacy Spectrum <u>Film</u>: *The Democratic Promise: Saul Alinsky and His Legacy*

Feb 20	*Using Organizing: Acting in Concert*
	Chapter 13. Using Organizing: Acting in Concert
Feb 22	**LBJ Museum Visit Assignment (No class meeting)**
Feb 27/29	*Using Marketing*
	Chapter 11. Using Marketing
Mar 5	*Using Marketing (continued)*
	Designing a marketing plan class activity
Mar 7	**DUE: LBJ Museum Visit Assignment**
Mar 12/14	*Spring Break (No class meetings)*
Mar 19/21	*Conducting Needs Assessments*
	Needs Assessment Project Work <u>Workshop</u>: How to prepare oral presentations
Mar 26/28	*Using Work Groups: Committees, Teams, and Boards*
	Chapter 9. Using Work Groups: Committees, Teams, and Boards
Apr 2/4	*Using Your Agency*
	Chapter 8. Using Your Agency
Apr 9/11	*Assertiveness: Using Self in Community Practice*
	Chapter 7. Assertiveness: Using Self in Community Practice
Apr 16/18	**Student presentations on Needs Assessment Projects**
Apr 23/25	**Student presentations on Needs Assessment Projects**
April 30/ May 2	**Student presentations on Needs Assessment Projects**
	Course wrap-up and evaluations

VII.   Supplemental Resources

VIII.   Classroom and University Policies

<u>Classroom Policies</u>

Grades

School of Social Work Grading Policy

100 - 94 = A 93 - 90 = A-	89 - 87 = B+ 86 - 84 = B 83 - 80 = B-	79 - 77 = C+ 76 - 74 = C 73 - 70 = C-	69 - 67 = D+ 66 - 64 = D 63 - 60 = D-	59 and below = F

The grading criteria used in this class are as follows.

<u>EXCELLENT (A)</u>: Assignment <u>exceeds</u> expectations (more than is required) & demonstrates in-depth critical thinking/analysis (e.g., coherent integration of ideas).
<u>GOOD (B)</u>: Assignment meets <u>all</u> the requirements & demonstrates in-depth critical thinking/analysis.
<u>AVERAGE (C)</u>: Assignment meets the requirements or has <u>minor</u> gaps but fails to demonstrate in-depth critical thinking /analysis.
<u>BELOW AVERAGE (≤D)</u>: Assignment meets has important gaps: does not meet the requirements or fails to demonstrate in-depth critical thinking/analysis. (Class failed/no credit if below 70.)

Use of Blackboard in Class
This course uses Blackboard, a Web-based course management system with password-protected access at http://courses.utexas.edu. Blackboard 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 Blackboard course site regularly for class work and announcements. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Classroom Etiquette (Including Cell Phone and Computer Use in Class)
Punctuality and attentiveness while others are speaking are expected. Cell phones must be put away during class and computers turned off (except when used for classroom purpose 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.

Late Work
All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Penalty for late assignments: 5 points per day. Late exams will be penalized at least 20 points (except in the case of pre-approved, documented emergencies). Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW LRC).

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.

University Notices and 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 like 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 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/).

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, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.