

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW381T	Instructor's name:	Dorie Gilbert, PhD
Unique Number:	94595	Office Number:	3.130H
Semester:	Summer 2013	Office Phone:	512.471.8229
Meeting	Mon & Wed, 5:30-	Email :	dgm@mail.utexas.edu
Time/Place:	8:00 pm, Room. 2.116		
OFFICE HOURS:	MON & WED, 10:30- 11:30 AM OR BY APPOINTMENT		

DYNAMICS OF ORGANIZATIONS AND COMMUNITIES

I. 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. 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 (**PB11 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 at risk and relate those impacts to the participation of such populations in organizational and community governance, human service provision, and policy formulation **(PB 12 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 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, 4, 6, 7

Assignment: Class exercises and activities, exams and class project

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

Objectives 5 and 6

Assignment: Class exercises and activities, exams and class project

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

Objectives (not specified)

Assignment: Class exercises and activities, exams and 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, 5, 6

Assignment: Class exercises and activities, exams and class project

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

Objective 6

Assignment: Class exercises and activities, exams and class project

III. Teaching Methods

Course content is covered through reading, listening, thinking, and discussing social work practice in organizations and communities. Class sessions will be devoted to focused discussions that flow from assigned readings and supplemental materials presented in class. Students are expected to ask questions, share experiences, and actively participate in class discussions. In addition, the class may include small group experiential learning, videotapes to generate discussion, and guest speakers who work in agency and community-based settings.

IV. Required and Recommended Texts, and Materials

Hardcastle, D. A., Powers, P. A. & Wenocur, S. (2011). Community Practice: Theories and Skills for Social Workers, 3rd Edition. New York: Oxford University Press.

Assigned readings that are not from the text are available on-line in the course documents section of the class Blackboard page. Additional readings may be assigned as we go through the semester. These readings will, in most cases, also be available on-line. If additional readings are assigned, I will notify the class the week before so that students will have adequate time to read it before class.

The 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. An extensive bibliography is provided at the end of the syllabus. You might peruse the bibliography to see if there are titles that you find interesting and would like to investigate.

V. Course Requirements

Course requirements consist of a small group assignment and two exams. A description of the assignment is provided below. I try to return all exams and assignments within 1 week. I do not take class time to go over exams in detail, so if students have questions about their grade, they should see me individually.

Course requirements, due dates, and their contribution to the final grade are summarized below.

Assignment	% of Course	
	Grade	Due Date
Exam one	25%	July 1
Exam two	25%	July 22
Task group project	50%	July 29
Written report	15%	
Presentation	15%	
Group documents	10%	
Individual grade	10%	

Grades for this course will be assigned using the following +/- scale.

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

Each of the course requirements is described in detail below. However, sometimes students still have questions about the assignments. If this is the case, please feel free to ask for clarification at any time during the course. Students may ask for clarification on an individual basis or they can ask questions at the beginning of each class session.

Exams. There will be two exams. The first exam will be on July 1 and will include material covered in the first half of the class. The second exam will be on July 22. This exam will focus on material from the second half of the class. Each exam is worth 25% of your final grade. The exams will draw heavily from the readings and class discussions. Format for exams may include multiple choice, true/false, short answer, and essay questions. Only in the case of illness or other unforeseen emergencies will make-up exams be given. The format of make-up exams is at the discretion of the instructor.

Task Group Project. Much of our professional work is done through task groups. Task groups are working groups that are designed to achieve some specific goal or objective. Examples of task groups include staff meetings to clarify agency policies, team meetings to coordinate treatment plans, interagency councils to work out service agreements, Board of Directors to provide community oversight, committees to plan fund-raising events, conference planning committees for professional associations, and community meetings to help residents voice concerns and solve problems.

Task groups are an essential tool for community practice and the ability to work effectively with task groups is a critical professional skill. Like other professional skills, working with task groups involves a deliberate process focused on achieving specific goals. It requires preparation before the meeting and follow-up after. It means being able to develop professional relationships with others that are grounded in trust and respect, even when we disagree with one another.

This project requires students to work in a task group consisting of 3-5 students. Each task group will be paired with a community partner to work on an issue of concern to the community partner. Students will conduct research to assess this critical social problem and identify innovative approaches that might help address the problem. This might include reviewing the existing literature to see how other communities have approached similar issues in an innovative manner, or developing a plan for how existing innovations in the community may be successfully replicated in other communities.

To achieve the goals of this project, task group members will need to develop a work plan to guide their activities and determine how to best organize the work of the group. This may mean breaking into smaller sub-groups to conduct specific tasks related to the project.

The task groups will be provided some meeting time during class. However, it is expected that additional time will be required outside of class for sub-group meetings and tasks related to the

completion of project. The assignment is worth 50% of your final grade. Of this 40% will depend upon the products produced by the group and 10% will be based on individual participation. The group grade will be divided into 3 parts, 15% for the class presentation, 15% for the written report, and 10% for the task group documents (see below).

Project outcome. Each group will produce a specific product for the community partner. The format and content of that product will be negotiated between the group and the community partner. This means that the product may be somewhat different for each group. Some community partners may want a formal written report. Others may prefer some training materials, a PowerPoint presentation, survey instrument and methodology for a community survey, or a set of policy recommendations based on the group's research. What is common across the products is that they should be well organized, neatly presented, and in a form useful to your community partner. In other words, the final product should look like a professional document that takes into consideration the needs of the community partner.

Professional Presentations. In addition to the project product, each group will make two presentations of their project. One presentation will be a poster session during the last class session on December 5. The other presentation will be for the community partner with the time and place of that presentation being negotiated with the community partner. The presentations should be developed in consultation with the community partner, regarding the audience, format, length, and content.

Task Group Documents: agendas, minutes, work plan. Task groups need to produce documents that represent a record of the group's activities. These include meeting agendas, meeting minutes, and a work plan. The work plan is a planning document that will help your group organize the project and identify important tasks that need to be accomplished. Meeting agendas should provide a roadmap for the meeting to give the members a sense of purpose and direction for the meeting. Minutes should indicate who is in attendance at each meeting, how tasks were determined and assigned, which groups or individuals took responsibility for specific tasks, and the expected timeline for completion of each task. When individuals or sub-groups complete assignments outside of the task force meeting, it is expected that these are reported to the entire group and documented as appropriate. A group page will be created in BlackBoard for each group and these documents should be posted on the group page so that all members of the groups will have access to these documents.

Individual Evaluation. The individual portion of the grade (10%) will be determined from three sources of information. First, I will meet with the task groups on special workdays throughout the semester to observe work activity, member participation, etc. Second, each member of the group will prepare a brief written statement outlining their contributions to the project (it may be helpful for each member of the group to maintain a log to document their effort throughout the semester). Third, at the end of the semester each member of the group will complete an evaluation of themselves and of each of the other members of the group.

This is a **“group project”** and I hold the group responsible for its successful completion. That means that the group should address issues regarding quality standards for the project, timely task completion, workload, etc. If and when problems arise in the group, the group should work as a unit to try to develop appropriate solutions. Of course, as professor, I will be available to consult with the groups as needed. I will also intervene if the community partner has expressed concerns about the project.

NOTE: As the professor, I do reserve the right to award differentially weighted grades on the group project. This will normally occur when a member of the group fails to actively participate in the group, consistently misses deadline for assigned tasks, or produces work that is below the quality standards expected for the project. In other words, if a student's individual performance is consistently below par so that it jeopardizes the grades of the other members of the group, I will down grade that student.

VI. Class Policies

Class Attendance and Participation. Attendance and participation are important for effective learning. This means that students should not only attend class but should be prepared to actively participate in class discussions. At the same time, there may be occasions when students will not be able to attend class because of illness or other unforeseen problems. In such cases, it would be appropriate for the student to notify the professor before class that they will not be in class. In the case of excessive absences, the professor reserves the right to deduct points from a student's final course grade.

Publication style manual. The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. A summary handout of this manual is available in Student Services. The complete manual is available in the Learning Resource Center. You can also find on-line assistance with electronic reference guidelines at: APAStyle.org.

Scholastic Dishonesty. The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of academic integrity is maintained by the cooperation of students and faculty members. Official University policies regarding academic integrity may be accessed from the [Student Judicial Services](#) web site. This site provides detailed information about the university's policies regarding academic integrity and standards of conduct. Students are encouraged to review this page and to become familiar with these policies.

If a student has any questions concerning the application of the rules prohibiting scholastic dishonesty in regard to a particular assignment, it is the responsibility of that student to seek clarification from the instructor of the course. Violations of the University's policy on scholastic dishonesty will result in a grade of F for the course and may result in reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

Conditional admission. Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

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 also notify instructors regarding any safety concerns.

Accommodations for students with disabilities. The University of Texas at Austin provides, upon request, appropriate academic accommodation for any student with a documented

disability (physical or cognitive). For information about academic accommodations, students should contact the Office of the Dean of Students, Services for Students with Disabilities at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing). Information is also available online at: <http://deanofstudents.utexas.edu/ssd/>. Students are asked to notify the professor of any accommodations they may need prior to the end of the second week of class.

Professional Conduct in Class. I expect students to act like professionals in class. This means 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, I do require that you engage one another with respect and professionalism.

VII. Course Schedule

Date	Description	Text / Readings
June 10	Introduction and course overview Guest Speakers- Project Descriptions	
June 12	Introduction to Community Practice Guest Speakers- Project Descriptions	Text: Chapter 1 and 9
June 17	Understanding the Social Environment Conceptualizing community/social problems Project work day	Text: Chapters 2 and 3 Brief Readings: See Blackboard
June 19	Community and Community Practice Understanding neighborhoods	Text: Chapters 4 Brief Readings: See Blackboard
June 24	Community Analysis Community Maps Mapping Community Resources	Text: Chapters 5, 6 Kretzman & McKnight: Asset-based Community Development
June 26	Mapping Community Resources (cont.) Project work day	Kirwin Institute: The Geography of Opportunity
July 1	Exam one	
July 3	Professional use of self in community practice Understanding the agency/community	Text: Chapters 7 and 8 Brief Readings: See Blackboard

July 8	The community as a social network Project work day	Text: Chapter 10 Brief Readings: See Blackboard
July 10	Social marketing Project work day	Text: Chapter 11 Brief Readings: See Blackboard
July 15	Social action and advocacy Community intervention: Models and approaches	Text: Chapter 12 Rothman: Multi-methods of intervention at the macro level Brief Readings: See Blackboard
July 17	Organizing for community change	Text: Chapter 13 and 14 Brief Readings: See Blackboard
July 22	Exam two	
July 24	Project workday	
July 29	Poster/PPT presentation of class projects Final project is due	

VIII. Bibliography

- Alinsky, S. D. (1972). *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage Books.
- Alinsky, S. D. (1974). *Reveille for Radicals*. New York: Vintage Books.
- Austin, J. E. (2000). *The Collaboration Challenge: How Nonprofits and Business Succeed Through Strategic Alliances*. San Francisco: Jossey-Bass Publishers.
- Bangs, D. H. (2006). *Nonprofits Made Easy*. Madison, Wisconsin: Entrepreneur Press.
- Baogang, H. & Murphy, H. (2007). Global social justice at the WTO? The role of NGOs in constructing global social contracts. *International Affairs*, 707-727
- Barakso, M. & Schaffner, B. F. (2007). Exit, Voice, and Interest Group Governance. *American Politics Research*, 36, 1-25.
- Berry, J. M. (2006). *A Voice for Nonprofits*. Washington, DC: Bookings Institute.
- Block, P. (2009). *Community: The Structure of Belonging*. San Francisco: Berrett_Koehler.
- Boggs, G. L. (2011). *The Next American Revolution: Sustainable Activism for the Twenty-First Century*. LA: University of California Press.
- Bolman, L. G. & Deal, T. E. (2003). *Reframing Organizations: Artistry, Choice, and Leadership, Third Edition*. San Francisco: Jossey-Bass Publishers.
- Bornstein, D. (2004). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. NY: Oxford University Press.
- Brown, M. J. (2006). *Building Powerful Community Organizations: A Personal Guide to Creating Groups that Can Solve Problems and Change the World*. Arlington, MA: Long Haul Press.
- Brueggemann, W. G. (2006). *The Practice of Macro Social Work, Third Edition*. Belmont, CA: Wadsworth/Thomson Learning, Inc.
- Chambers, E. T. (2008). *Roots for Radicals: Organizing for Power, Action, and Justice*. New York: Continuum.
- Chaskin, R. J., Goerge, R. M., Skyles, A., & Gultinan, S. (2006). "Measuring Social Capital: Exploration in Community-Research Partnership." *Journal of Community Psychology*, 35 (4), 489-514.
- Chrislip, D. D. (2002). *The Collaborative Leadership Fieldbook: A Guide for Citizen and Civic Leaders*. San Francisco: Jossey-Bass Publishers.

- Chrislip, D. D. & Larson, C. E. (1994). *Collaborative Leadership: How Citizens and Civic Leaders Can Make A Difference*. San Francisco: Jossey-Bass Publishers.
- Dees, J. G., Emerson, J. & Economy, P. (2002). *Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Non-Profit*. NY: John Wiley & Sons.
- Dolnicar, S. & Randle, M. (2007). What Motivates Which Volunteers? Psychographic Heterogeneity Among Volunteers in Australia. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 18(2), 135-155.
- Ehrenreich, B. (2001). *Nickel and Dimed: On Not Getting by In America*. NY: Henry Holt and Company.
- Ellis, R. A., Mallory, K. C., Gould, M. Y. & Shatila, S. L. (2006). *The Macro Practitioner's Workbook: A Step-by-Step Guide to Effectiveness with Organizations and Communities*. Belmont, CA: Thomson/Books Cole.
- Engelbrecht, L. (2008). Economic literacy and the war on poverty: a SocialWork challenge? *International Journal of Social Welfare*, 17, 166–173.
- Farmer, P. (2003). *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Los Angeles: University of California Press.
- Farruggia, G. (2007). How is the Nonprofit Sector Changing? *Futures Research Quarterly*, 23, 5-16.
- Fauri, D. P., Wernet, S. P. & Netting, F. E. (2000). *Cases in Macro Social Work Practice*. Needham Heights, MA: Allyn & Bacon.
- Fellin, P. (2001). *The Community and the Social Worker, Third Edition*. Itasca, IL: F. E. Peacock Publishers, Inc.
- Fellin, P. (2001b). "Understanding American communities." In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.), *Strategies of community intervention, 6th edition*. Itasca, IL: F. E. Peacock Publishers, Inc.
- Figueira-McDonough, J. (2001). *Community Analysis and Praxis: Toward a Grounded Civil Society*. Philadelphia, PA: Brunner-Routledge.
- Fisher, R. & Karger, H. J. (1997). *Social Work and Community in a Private World: Getting Out in Public*. White Plains, NY: Longman.
- Fleury, M. & Mercier, C. (2002). Integrated local networks as a model for organizing mental health services. *Administration and Policy in Mental Health*, 30(1), 55-73.
- Gamble, D. N. & Weil, M. (2010). *Community Practice Skills: Local to Global Perspectives*. New York: Columbia University Press.

- Gibelman, M. & Furman, R. (2008). *Navigating Human Service Organizations, 2nd Edition*. Chicago: Luceum Books.
- Gonzales, V. (2007). Globalization, Welfare Reform, and the Social Economy: Developing an Alternative Approach to Analyzing Social Welfare Systems in the Post-Industrial Era. *Journal of Sociology and Social Welfare, 34(2)*, 187-211.
- Green, G. P. & Haines, A. (2002). *Asset Building and Community Development*. Thousand Oaks, CA: Sage Publications, Inc.
- Green, M. (2006). *When People Care Enough to Act*. Toronto: Inclusion Press.
- Gustafson, D.H., Sainfort, F., Eichler, M., Adams, L., Bisognano, M., & Steudel, H. (2003). Developing and testing a model to predict outcomes of organizational change. *Health Services Research, 38(2)*, 751-776.
- Handy, F. (2008). The Interchangeability of Paid Staff and Volunteers in Nonprofit Organizations. *Nonprofit & Voluntary Sector Quarterly, 37*, 76-92.
- Hardina, D. (2002). *Analytical Skills for Community Organization Practice*. NY: Columbia University Press.
- Hasselbein, F., Goldsmith, M. & Somerville, I. (1999). *Leading Beyond the Walls: How High-Performing Organizations Collaborate for Shared Success*. San Francisco: Jossey-Bass Publishers.
- Heofer, R. A., Hoefer, R. M., & Tobias, R. A. (1994). "Geographic Information Systems and Human Services." *Journal of Community Practice, 1 (3)*, 113-128.
- Hick, S. F. & McNutt, J. G (Eds.). (2002) *Advocacy, Activism, and the Internet: Community Organization and Social Policy*. Chicago: Lyceum Books, Inc.
- Homan, M. S. (2008). *Promoting Community Change: Making It Happen in the Real World*. Belmont, CA: Thomson Brooks/Cole.
- Hudson, M. (2005). Managing at the Leading Edge: New Challenges in Managing Nonprofit Organizations. *Chronicle of Philanthropy, 17(19)*, 42.
- Jamison, I. (2003). Turnover and Retention among Volunteers in Human Service Agencies. *Review of Public Personnel Administration, 23*, 114-132.
- Johnson Butterfield, A. K. & Korazim-Korosy, Yossi (Eds.) (2007). *Interdisciplinary Community Development: International Perspectives*. NY: Routledge.
- Johnson, J. L. & Grant, G., Jr. (2005). *Community Practice*. . Boston, MA: Allyn and Bacon.
- King, R. M. (2000). *From Making a Profit to Making a Difference*. River Forest, IL: Planning/Communication.

- Kirst-Ashman, K. K. (2008). *Human behavior, communities, organizations and groups in the macro social environment: An empowerment approach, 2nd ed.* Belmont, CA: Thomson Brooks/Cole.
- Kollock, P. & Smith, M. (Eds.) (1999) *Communities in cyberspace*. London: Routledge Press.
- Kordesh, R. S. (2006). *Restoring Power to Parents and Places: The Case for Family-Based Community Development*. Lincoln, NE: iUniverse.
- Kush, C. (2004). *The One Hour Activist: The 15 Most Powerful Actions You Can Take to Fight for the Issues and Candidates You Care About*. San Francisco, CA: Jossey-Bass.
- Legace, M. (2005). *Nonprofit Networking: The New Way to Grow*. Harvard Business School: Working Knowledge.
- Lewandowski, C. A. (2003). Organizational Factors Contributing to Worker Frustration: The Precursor to Burnout. *Journal of Sociology & Social Welfare, 30*(4), 175-185.
- Lewis, J. A., Packard, T. R. & Lewis, M. D. (2007). *Management of Human Service Programs, 4th Edition*. Belmont, CA: Thomson/Books Cole.
- Lipman, H. (2006). Techniques Activists Use to Influence Corporations. *Chronicle of Philanthropy, 18*(14), 14.
- Loeb, P. R. (2004). *The Impossible Will Take Awhile: A Citizen's Guide to Hope in a Time of Fear*. New York: Basic Books.
- Loeb, P. R. (1999). *Soul of a Citizen: Living With Conviction in a Cynical Time*. New York: St. Martin's Press.
- Mandell, B. R. & Schram, B. (2009). *Introduction to Human Services: Policy and Practice, 7th Edition*. Boston, MA: Allyn and Bacon.
- Minieri, J & Getsos, P. (2007). *Tools for Radical Democracy*. San Francisco, CA: John Wiley & Sons.
- Mordaunt, J. (2005). The Challenges of Innovation. *Nonprofit Management and Leadership, 16*, 249-251.
- Myers, J. R. (2007). *Organic Community: Creating a Place Where People Naturally Connect*. Grand Rapids: MI: Baker Books.
- Nagy, R. (2008). Transitional Justice as Global Project: critical reflections. *Third World Quarterly, 29*, 275-289.
- Netting, F. E., O'Connor, M. K. & Fauri, D. P. (2008). *Comparative Approaches to Program Planning*. Hoboken, NJ: John Wiley & Sons.

- Netting, F. E., Kettner, P. M. & McMurtry, S. L. (2008). *Social Work Macro Practice, 4th Edition*. Boston, MA: Allyn and Bacon.
- O'Connor, M. K. & Netting, F. E. (2009). *Organization Practice: A Guide to Understanding Human Service Organizations, Second Edition*. Hoboken, NJ: John Wiley & Sons.
- Pakroo, P. H. (2007). *Starting and Building a Nonprofit: A Practical Guide, 2nd Edition*. Berkeley, CA: Nolo Press.
- Perlmutter, F. D., Bailey, D. & Netting, F. E. (2001). *Managing Human Resources in the Human Services: Supervisory Challenges*. NY: Oxford University Press.
- Perry, N. O. (2000). Social Enterprise and Nonprofits: Strategic Alliances. *Nonprofit Management, 3*, 1-4.
- Provan, K. G., Isett, K. R., & Milward, H. B. (2004). Cooperation and compromise: A network response to conflicting institutional pressures in community mental health. *Nonprofit and Voluntary Sector Quarterly, 33*(3), 489-514.
- Puntenney, D. L. (2000). *A Guide to Building Sustainable Organizations from the Inside Out*. Chicago, IL: ACTA Publications.
- Rettig, H. (2006). *The Lifelong Activist: How to Change the World without Losing Your Way*. New York: Lantern Books.
- Robinson, A. (2002). *Selling Social Change (Without Selling Out): Earned Income Strategies for Nonprofits*. San Francisco: Jossey-Bass.
- Rothman, J. (1995). Approaches to community intervention. In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.). *Strategies of Community Practice, Fifth Edition*. Itasca, IL: F. E. Peacock Publishers, Inc., 26-63.
- Rubin, H. J. (2000). *Renewing Hope Within Neighborhoods of Despair: The Community-Based Development Model*. Albany, NY: SUNY Press.
- Rubin, H. J. and Rubin, I. S. (2008). *Community organization and development, 4th edition*. Boston, MA: Pearson.
- Sachs, J. (2005). *The End of Poverty: Economic Possibilities for Our Times*. NY: The Penguin Press.
- Sands, M. A. (2005). *How to Manage an Effective Nonprofit Organization*. Franklin Lakes, NJ: Career Press.
- Scales, L. and Streeter, C.L. (Eds.), (2003). *Rural Social Work: Building and Sustaining Community Assets*. Pacific Grove, CA: Brooks/Cole.

- Sen, R. (2003). *Stir it up: Lessons in Community Organizing and Advocacy*. San Francisco, CA: John Wiley & Sons.
- Schmid, H. (2006). Leadership Styles and Leadership Change in Human and Community Service Organizations. *Nonprofit Management and Leadership*, 17(2), 179-194.
- Stoecker, R. (2007). The Research Practices and Needs of Non-Profit Organizations in an Urban Center. *Journal of Sociology & Social Welfare*, 34(4).
- Szakos, K. L. & Szakos, J. (2007). *We Make Chang*. Nashville: Vanderbilt University Press.
- Tang, F. (2007). Socioeconomic Disparities in Voluntary Organization Involvement Among Older Adults, *Nonprofit and Voluntary Sector Quarterly*, 37, 1-20.
- Warren, M. R. (2001). *Dry Bones Rattling: Community Building to Revitalize American Democracy*. Princeton, NJ: Princeton University Press.
- Warren, R. B. & Warren, D. I. (1977). *The neighborhood organizer's handbook*. Notre Dame: University of Notre Dame Press.
- Warren, R. L. (1978). *The community in America, 3rd Edition*. NY: University Press of America.
- Wells, R. (2006). Managing child welfare agencies: What do we know about what works? *Children and Youth Services Review*, 28(10), 1181-1194.
- Weil, M.(Ed.). (2005). *The Handbook of Community Practice*. Thousand Oaks, CA: Sage Publications, Inc.
- Wuenschel, Peter. (2006). The Diminishing Role of Social Work Administrators in Social Service Agencies: Issues for Consideration. *Administration in Social Work*, 30(4), 5-18.
- Yoo, J., Brooks, D. & Patti, R. (2007). Organizational Constructs as Predicators of Effectiveness in Child Welfare Interventions. *Child Welfare*, 86(1), 53-79.
- Young, D. (2000). Alternative models of government-nonprofit sector relations: theoretical and international perspectives. *Nonprofit and Voluntary Sector Quarterly*, 29, 142-172.